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ABSTRACT

The 11 processes and models, developed between 1979-82 for use by local migrant education projects, include guidelines for assessing the project's needs for external resources in all program areas and for conducting an inventory of the materials and equipment needs. A process for analyzing staffing is followed by tips for hiring bilingual staff. A survey questionnaire is provided for use in determining migrant parents' needs for training/information sessions at a statewide conference. A paper on how to ensure program continuity for migrant children provides suggestions for coordination within a district. A proposed evaluation design for a local project covers the planning session, fiscal year 1981 objectives and possible evaluation strategies, charts summarizing the complete design and showing an example of the instrumentation for different phases, teacher/aide report forms, and parent feedback. A checklist of tasks/considerations for implementing local evaluation covers selection processes, recordkeeping, procedural issues, orientation/training needs, coordination tasks, and application/use of results. Next is a process for developing awareness of criterion-referenced testing and selecting a criterion-referenced test. Parent (in English and Spanish) and staff input forms for use in evaluating summer programs proceed a survey form for obtaining feedback from local project personnel on CoMERC (Colorado Migrant Education Resource Center) services. (NQA)

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COLORADO MIGRANT EDUCATION
RESOURCE CENTER (CoMERC)

Longmont, Colorado

1982

Assorted Processes and Models Developed for Use by Local Migrant Projects (1979-1982)

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Resource Status Assessment

of Local Projects

Purposes:

1. To assist each project in assessing their current ability to carry out program functions
2. To provide input for CoMERC to develop a master plan for its services
3. To alert CoMERC to expertise local projects are willing to share with other locals
4. To facilitate planning for tasks needing to be addressed by subgroups of the task force of directors.

Operational Guide:

1. The project director would spear head the self-study, but input into the final assessment needs to come from the following:

    a. all staff
    b. parents/students
    c. superintendents, principals, classroom teachers
    d. BOCES or district specialists
    e. written/verbal results of CDE monitoring visits
    f. indicators from previous evaluation results (CDE 120 or locally done)
    g. community resource persons

2. Review the following list of program functions. These are intended to be neither all-inclusive nor clearly distinct from each other! Consider both regular and summer programs in your assessment.

    a. Add any additional program functions you feel are critical
    b. For each item, mark the current status of your project according to the scale indicated
    c. PLEASE KEEP A COPY AND SEND TO CoMERC BY MARCH 1, 1981. THANK-YOU

Program Functions	Functioning Well: Willing to serve as a model for others (give name of person to serve as consultant)	Functioning Well: But don't want to "show off" or serve as consultant	So-So: "Getting By" But still lack some resources	Help!!: On the "Critical list" in this area
I. Management				
Assessing local instructional and support service needs/projecting needs to take into account varying impaction, other programs and influences				
Determining and prioritizing objectives				
Determining criteria for achievement of the objectives				
Planning activities to meet the objectives				
- elementary level				
- secondary level				
- pre-school level (if applicable)				
Determining appropriate staffing patterns and salaries				
Arranging for appropriate physical facilities for instruction				
Appraising staff, district personnel and community of the contents of the plan				
Organizing and managing office routines, meetings and routine work				
Integration of the program with district/BOCES-wide policies				
Integration of the program with district/BOCES-wide facilities				
Integration of the program with district/BOCES-wide programs				

Program Functions	Functioning Well: Willing to serve as a model for others (give name of person to serve as consultant)	Functioning Well: But don't want to "show off" or serve as consultant	So-So: "Getting By" But still lack some resources	Help!!: On the "Critical list" in this area
I. Management (cont.)				
Ongoing public relations/information dissemination				
Coordination of involvement of parents in planning of the program				
Coordination of involvement of parents in implementation of the program				
Coordination of involvement of parents in evaluation of the program				
Coordination of involvement of parents in instruction				
Responding to parent complaints				
Scheduling of program times for effective use of staff and student energies				
Implementing/facilitating an effective referral process which provides for two-way communication with classroom teachers				
Maintaining record-keeping systems (instructional, support and management)				
Dealing with legal issues				
Budget-setting and management (in compliance with federal requirements)				

Program Functions	Functioning Well		So-So	Help!!
	Willing to serve as a model for others (give name of person to serve as consultant)	But don't want to "show off" or serve as consultant	"Getting By" But still lack some resources	On the "Critical list" in this area
II. Staffing				
Recruiting and hiring needed staff				
Orientation of new staff				
Ongoing determination of inservice needs (problem identification, staff requests, impact evaluation)				
Supervision of staff activities				
Arranging for inservice (scheduling, consultants, etc.)				
Coordination of shared human resources (within/ outside project area)				
Performance evaluation of staff				
Maintenance of staff morale/upward mobility				
III. Curriculum/Materials				
Planning appropriate curricula				
- pre-school				
- elementary				
- secondary				
Integration of the curriculum with district curricula				
Assessing individual student needs				

Program Functions	Functioning Well: Willing to serve as a model for others (give name of person to serve as consultant)	Functioning Well: But don't want to "show off" or serve as consultant	So-So: "Getting By" But still lack some resources	Help!!: On the "Critical list" in this area
III. Curriculum/Materials (cont.)				
Planning instructional activities to meet individual student needs				
Determining materials/equipment to be needed by the program as planned				
Locating materials/equipment which can be used in the program				
Evaluating relevance of materials (culture, readability, learning style)				
Adaptation of materials to meet student needs				
Evaluation of effectiveness of materials/equipment used				
Dissemination of materials/equipment within the project area				
Physical facilities for storage of materials/equipment to be shared between regular/summer				
Facilities for the production of materials				
Coordination of the production of materials				
IV. Evaluation				
Planning a design for assessing outcomes of local objectives (both instructional and management)				

Program Functions	Functioning Well: Willing to serve as a model for others (give name of person to serve as consultant	Functioning Well: But don't want to "show off" or serve as consultant	So-So: "Getting By" But still lack some resources	Help!! On the "Critical list" in this area
IV. Evaluation (cont.)				
Implementing strategies for carrying out the above design (processes, recordkeeping, etc.)				
Selecting instruments for diagnostic and impact testing				
Training of staff in appropriate use of evaluation strategies (formal and informal)				
Accumulation and summarization of assessment results (formal and informal)				
Interpretation of results in relation to criteria set				
Application of results to future planning				
Reporting/explaining evaluation results to various audiences				
V. Other Program Functions Critical to our Program:				

NEEDS BY PROJECT GRID - JANUARY TO MARCH, 1981
(Colorado Migrant Education Projects)

CoMERC

++ = Functioning Well: Willing to serve as a model for others

+ = Functioning Well: But don't want to "show off"

- = So-So: "Getting By" but still lack some resources

-- = Help!!: On the "Critical List" in this area

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O SCBOCES	P Sterling	Q Granada	R Holly
I. MANAGEMENT																		
Assessing local instructional and support service needs/projecting needs	-	-	-	-	+	+	+	+	+	+	+	-	++	+	N	O	D	A T
Determining and prioritizing objectives	-	-	-	+	+	-	+	+	+	+	+	-	+	+				
Determining criteria for objectives	-	-	--	-	-	-	+	+	+	--	+	-	+	+				
Planning activities to meet the objectives - elementary level	+	-	--	+	+	-	+	+	-	+	-	+	+	+				
- secondary level	-	--	--	-	-		-	+	-	-	-	+	+	+				
- pre-school level (where applicable)			--					+			-	++						
Determining appropriate staffing patterns/salaries	+-	+	++	+	+	+	-	+	+	+	+	+	++	+				
Arranging physical facilities for instruction	+	-	++	+	+	+	-	+	+	+	-	+	+	+				
Apprising staff, district, community of the plan	+	-	-	+	+	+	+	-	-	+	+		+	+				
Organizing and managing office routines	+	+	-	+	+	+	+	+	+	+	+	+	+	+				
Integration of the program with district/BOCES-wide policies	+	+	+	-	+	+	+	+	-	+	+	+		+				
Integration of the program with district/BOCES-wide facilities	+	+	--	-	+	+	+	+	+	+	+	+		+				
Integration of the program with district/BOCES-wide programs	-	+	--	-		+	+	+	-	+	+	+		+				
Ongoing public relations/information dissemination	-	-	+	+	-	-	-	+-	+	--	+	+	-	-				
Involvement of parents in planning of the program	+	-	--	-	+	--	-	-	+-	--	--	+	-	--				
Involvement of parents in implementation of the program	-	-	--	-	+	--	-	-	+-	--	--	+	-	-				
Involvement of parents in evaluation of the program	-	-	++	-	+	--	+	-	+-	--	-	+	-	-				
Involvement of parents in instruction	-		--	-	+	--	-	-	+-	--	--	+	-	-				

++ = Functioning Well: Willing to serve as a model for others
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-- = Help!!: On the "Critical List" in this area

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
I. MANAGEMENT (Continued)																		
Responding to parent complaints	+	+	−	+	+	+	+	+−	+	−−	−	++	+	+				
Scheduling for effective use of energies	−	+	−		−	+	+	+	+	+	+−	+	++	+				
Effective referral process	−	++	−−	−	+	+	+	−	+−	−	+−	−	++	+				
Maintaining record-keeping systems	−	+	+	+	−	+	+	+	−	+	+	+	+	+				
Dealing with legal issues	−	+	−−		+	+	+	+	−	+	−	+	−	+				
Budget-setting and management	+	+	++	+	+	+	+	+	+	+	+	+	+	+				
II. STAFFING																		
Recruiting and hiring needed staff	+	+		−	+	+	+	+	−	+	+	++	+	+				
Orientation of new staff	−	+	−−	+	+	−	+	+	−	+	−	++	+	+				
Determination of inservice needs	−	+	−−	−	−	+	+	+	−	+	−	++	−	+				
Supervision of staff activities	+	−	−−	+		−	+	+	+	+	+	+	+	+				
Arranging for inservice	−	+	−−	−	+	+	−−	−	−	−	−	++	−	+				
Coordination of shared human resources	−	+	−−	−−	+	+	−−	−	−	+	−	+	−	+				
Performance evaluation of staff	−	−	+	−	−	−		+	+	+	−	+	−	+				
Maintenance of staff morale/upward mobility	−	+	−−	−	+	−−		+	+	−	+−	+	+	+				
III. CURRICULUM/MATERIALS																		
Planning appropriate curricula - pre-school (where applicable)			−−			+	+	+			−	+						
- elementary	+	−	−−	−	+	+	+	+	−	+	−	+	−	+				
- secondary	+	−−	−−	−		+	+	−	−	−−	−	+	−	+				
Integration with district curricula	+	−	−−	−	+	−	+	+−	−−	+	−	+	+	+				
Assessing individual student needs	+	−	++	−	−	+	+	+	−	−	−	+	+	+				
Planning instructional activities to meet individual student needs	+	+	−−	+	−	+	+	+	−	+	−	+	+	++				

++ = Functioning Well: Willing to serve as a model for others
+ = Functioning Well: But don't want to "show off"
- = So-So: "Getting By" but still lack some resources
-- = Help!!: On the "Critical List" in this area

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
III. CURRICULUM/MATERIALS (Continued)																		
Determining materials/equipment to be needed	+	-	--	-	+	+	+	-	-	-	+	+	+	+-				
Locating materials/equipment which can be used	-	-	--	-	+	+	+	-	-	-	+	+	--	+				
Evaluating relevance of materials	+	+	--	+	+	+	+	-	-	-	-	+	--	+				
Adaptation of materials to meet student needs	+	-	-	-	-	+	+		-	-	-	+	-	+				
Evaluation of effectiveness of materials/ equipment	-	+	-	-	+	+	+	-	-	-	-	+	+	+				
Dissemination of materials/equipment within project	+	+	-	-	+	+	+	+	-	+	+	+	+	+				
Physical facilities for storage of materials	--		-		-	+	--	+	+	+	+-	+	+	--				
Facilities for the production of materials	-	+	-	-	-	+	--	+	+	--	+	+	+	--				
Coordination of the production of materials	-	+	-	-	+	+	+	+	+	--	+-	+	+	+				
IV. EVALUATION																		
Planning a design for assessing outcomes of local objectives	--	--	+	--	+	-		-	-	--	-	-	-	+				
Strategies for carrying out the above design	-	-	+	-	+	-	+	+-	-	--	-	-	-	+				
Selecting instruments for diagnostic and impact testing	--	--	+	-	+	+	+	+-	-	--	-	-	--	+				
Training of staff in use of evaluation strategies	--	--	--	-	+	-	+	+-	-	--	-	+	--	+				
Accumulation/summarization of assessment results	--	-	+	-	+	+	+	+-	-	--	-	-	-	+				
Interpretation of results in relation to criteria	--	--	--	--	+	-	+	+-	-	--	-	+	--	+				
Application of results to future planning	--	--	--	-	+	-	+	+-	-	--	-	+	-	+				
Explaining evaluation results to various audiences	-	--	--	--	-	-	+	+-	-	--	-	+	+	+				

Guidelines for Conducting Your

MATERIALS & EQUIPMENT NEEDS SENSING

A PRODUCT OF COMERC

FOR

COLORADO MIGRANT EDUCATION

prepared by

Juanita C. Segura

SPRING 1981

This process is based on a model produced by the National Center on Educational Media and Materials for the Handicapped, Ohio State University, Columbus, OH 43210. If you'd like to examine their "Standard Criteria for the Selection and Evaluation of Instructional Material", Juanita Segura can send you a copy.

What should we buy?

1

Identify Needs

LEARNER

PROGRAM (INCLUDING TEACHER SKILL)

2

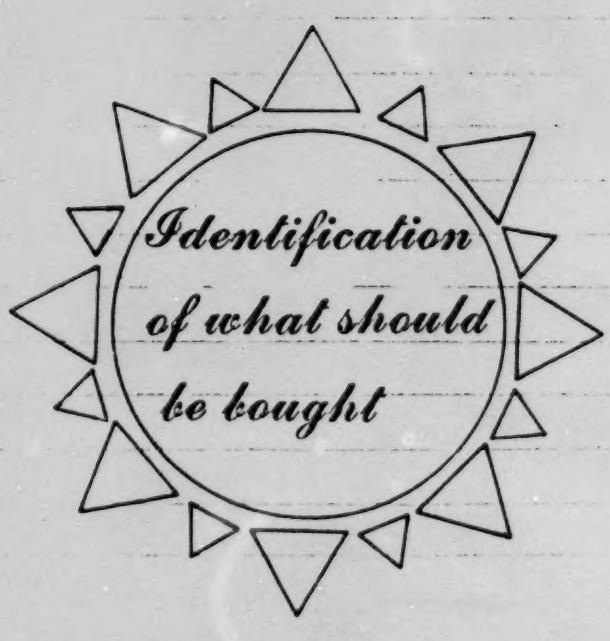
Take Inventory

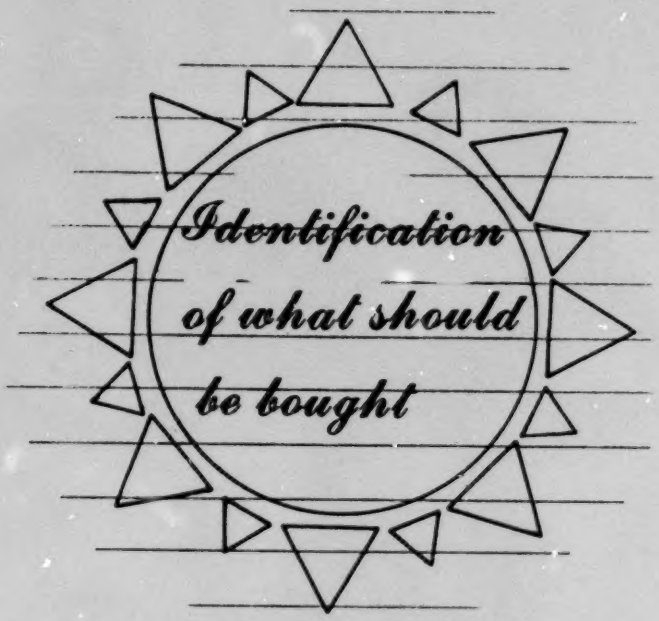
FIND OUT WHAT'S ALREADY AVAILABLE

3

Match Materials

COMPARE MATERIALS TO LEARNERS





3

Search & Screen

READ
CATALOG
ABSTRACTS

4

Review

ANALYZE
MATERIAL

MATCH TO
LEARNERS

IDENTIFY NEEDS

LEARNER CHARACTERISTICS

- Demographic Info.
- Educational Plan

PROGRAM CHARACTERISTICS

- Type of Instruction
- Teacher Skill
- Format
- Time, Cost, Physical Considerations
- Equipment

TAKE INVENTORY

MIGRANT MATERIAL COLLECTION

BOCS' MEDIA CENTER

SCHOOL LIBRARY

TITLE I

D I M C

OTHER

What is the material ?

Where is it located?

Will it be available when I need it?

Is it usable?

reading, lang., interest level
physical condition
consumable
quantity

MATCH MATERIALS

OBJECTIVES &SCOPE OF MATERIAL

PREREQUISITE STUDENT SKILLS

LEVELS OF INTEREST,VOCABULARY, SENTENCE STRUCTURE

LANG.

MODALITIES

FORMAT & CONTENT

LEVEL OF MASTERY

TEACHER INVOLVEMENT

REQUIRED TEACHER SKILL

GUIDELINES FOR CONDUCTING YOUR MATERIALS AND EQUIPMENT NEEDS SENSING

In conducting your needs sensing for materials, you must remember that all teaching staff should be involved in every phase of materials acquisition, i.e. from the initial survey needs to the final evaluation and adoption of materials. Before proceeding further, the teaching staff and director should determine which subject area demands priority in the acquisition of materials. Work with this content area first. As you become accustomed to the process of determining material needs, conduct sensing in the other academic areas on a priority basis. If you wish to do all your needs sensing at one time, but can purchase only a portion of the materials needed, file your work and gradually build your resources as funds become available. Modify the worksheets on file if major changes occur or a unique need arises. But it is unnecessary to run a needs sensing for every content area every year.

STEP I. IDENTIFICATION OF NEEDS

Many factors influence the materials you'll acquire for your program. The learners plus the knowledge and skills they are to acquire are the prime considerations when screening any item. To determine the learners' instructional needs, you must look at their characteristics in relation to what they are expected to know. The teachers' needs and the physical setting in which the material will be used also play a part in the type of material you select. Therefore, in Step I, you and your staff will define "the target learner and the learning environment (teacher plus physical setting) prior to any selection of suitable instructional materials".

PART A. SUMMARY OF LEARNER CHARACTERISTICS

Look at the following form entitled "Summary of Learner Characteristics by Multi-Grade Grouping." This sheet is intended to be a summary of all your learners' characteristics for one particular academic area. Jot in the content area which you have determined to be a priority in material acquisition.

STUDENT GROUP INFORMATION

For the sake of economy, expediency and simplicity, consider materials that will be of interest to and can be used with children of several grade levels. Establish GRADE GROUPS to suit your needs. Here are examples of possible groupings: K-3, 4-6, 7-9, 10-12. Be consistent in your grade groupings when surveying related academic areas such as the communication skills. Many materials, especially non-verbal types, are applicable for more than one skill area.

Next, estimate the AVERAGE NUMBER OF STUDENTS that have typically been enrolled in your program over the past few years for each of the grade groups. This count will help you determine number of copies required of a particular item.

Give the median AGE of the grade group since age can influence interest and interest level.

Give the low and the high INSTRUCTIONAL LEVEL of each group. Example: 1.5 (first grade, 5th month) to 2.7 (second grade, 7th month). If you feel that trying to get materials to cover all the instructional levels in the grade group, is too difficult use a median instructional level. It may work out that materials from other grade groups will be at an instructional level appropriate to several groups of students.

Under LANGUAGE DEVELOPMENT record the grade group's English language ability and their preferred language.

List the MODALITIES that the majority in each group has demonstrated to have preferred in the past. The senses children use to process

information and learn dictate a material medium. Children can be auditory, visual-imagery, visual-print, kinesthetic/tactile, or multi-sensory learners. These are the learning modalities.

EDUCATIONAL PLAN

List the three most urgent SKILL AREAS and the three most urgent INSTRUCTIONAL OBJECTIVES the group needs to master. This is determined through learner diagnosis, curriculum requirements, and objectives from the project's proposal.

(If your staff is having difficulty in identifying and/or summarizing learner characteristics, some may want to use the more detailed form entitled "Learner Characteristics--A Teacher-Tutor Worksheet" which requires they list the children they are presently working with, tabulating the information, taking the averages and then summarizing the information.)

PART B. SUMMARY OF PROGRAM CHARACTERISTICS

In the following paragraphs you will consider overall program characteristics, such as, the learning environment and skill level of instructional staff.

PHYSICAL LEARNING ENVIRONMENT

Type of Program. The physical setting in which the learners are being taught will influence the physical format of materials. Materials must first be appropriate to the student and his teacher, then to the environment in which they'll be used. For example, you'd certainly want to get headphones for an auditory learner if his learning environment is a noisy classroom. Mark either or both CLASSROOM INSTRUCTION and PULL-OUT and list physical restrictions of those you marked.

Type of Instruction. Whether the students are working intensively with an adult or alone demands materials fitting the circumstance. The student who must work alone will probably require materials that enable him to be successful without much teacher supervision. Requirements in those materials might be directions written at a low readibility level or written in the student's dominant langauge or recorded on tape. More than likely, A/V equipment will be required. Perhaps, texts written in Spanish will need to be considered for the older student. List any outstanding consideration.

TEACHER SKILL

Count the instructional staff who work with each grade group. (This might produce inflated numbers since some tutors work with more than one grade group.) How many teachers or tutors have typically been hired or required to teach each grade group? Record a raw number next to CERTIFIED and NON-CERTIFIED respectively; then, describe their skill level by giving a number or percentage under HAVE TRAINING or NEED TRAINING. The training referred to is for the content area. Perhaps you've hired a certified teacher who needs training in ESL methodologies. Or, you may have hired a paraprofessional who, although having worked with migrant children, still needs teaching methods. Since most materials have two distinct user-clients--the student and the TEACHER--the skill level of your instructional staff also dictates the materials you buy. So, a detailed manual or a training package will certainly make an instructional item more usable. Therefore, record any staff requirements in the column indicated.

STEP I: IDENTIFICATION OF NEEDS

PART A.

SUMMARY OF LEARNER CHARACTERISTICS

By Multi Grade Grouping

CONTENT AREA:

STUDENT GROUP INFORMATION						EDUCATIONAL PLAN*	
Estimated Average Number of Students	Grade Group	Median Chronol. Age	Instructional or Developmental Level	English Language Development	Preferred Modalities	Needed Skill Area	Short and Long Term Instructional Objectives
32							

* Based on learner assessment data, curriculum requirements, objectives from proposal.

STEP I: IDENTIFICATION OF NEEDS

PART A.

LEARNER CHARACTERISTICS
(A TEACHER/TUTOR WORKSHEET)

CONTENT AREA:

GRADE GROUP LEVEL:

STUDENT INFORMATION									STUDENT'S INDIVIDUAL EDUCATION PLAN*		
Student's Name	AGE	SEX	Instructional Development Level	Lang. Development Level of Preference	Interest or Interest Level	Preferred Modalities	Strength Areas	Deficit Areas	Needed Skill Area	Short and Long Term Instructional Objectives	Need: Developmental, Remedial, or Enrichment

STEP I: IDENTIFICATION OF NEEDS
PART B.

SUMMARY OF
PROGRAM CHARACTERISTICS

CONTENT AREA:

PHYSICAL LEARNING ENVIRONMENT							TEACHER SKILL			
	Type of Program Ck. One			Type of Instruction Ck. One				Number or %		
Grade Group	Clsrm. Instr.	Pull-Out	List any physical restrictions in the environment that would influence the materials' format.	Tchr./Tutor Instruction	Independent	List requirements dictated by the type of instruction that will influence the materials' format .	Number of staff who work with each grade group	Have Trning.	Need Trning	List any teacher/tutor/ paraprofessional requirements that allow the staff to effectively use the material.
							Certified			
							Non-Certified			
							Certified			
							Non Certified			
							Certified			
							Non-Certified			
							Certified			
							Non-Certified			
							Certified			
							Non-Certified			

STEP II. MATCHING NEEDS TO MATERIALS AVAILABLE.

Now that you have a panoramic view of your instructional needs, you must analyze the material you already have on hand to determine compatibility between the two. The outcome of Step II will be the identification of gaps in your material resources. See the attached worksheet entitled "Inventory of Material Now Available." This form is provided to those who do not have a card catalog of their materials. If you do have a card catalog and the information from the worksheet is listed, just pull those cards and use them as you would the attached form. When you make your initial inventory, consider how each item has been used and how it now could be used with adaptation. (Parts of many items can be used independently.) List the materials on the sheet which indicates the modality for which it can be used. All materials should be listed in general terms. Keep in mind the content area and the level with which you're working. (Some materials will be appropriate to more than one modality and level. List them wherever they're appropriate.)

Since you should be prepared to meet different learning styles of children, you'll want to have materials for each of the modalities. The example of different types of media serve only as options. It isn't necessary, nor desirable, to acquire every type of media within a particular modality.

You are now ready to compare the instructional needs (the Learner Characteristics and Program Characteristics worksheets) with the materials listed on the "Inventory of Materials Now Available." In the column FULFILLS NEED indicate whether or not it does meet the need you're examining. Use the column COMMENTS if the material addresses a need but requires some modification. If the instructional need has NO materials to address it, then you have identified a need for a material and this should IMMEDIATELY be recorded onto the form entitled "Making a Shopping List."

After you've gone through this process of comparing instructional need with inventory on hand, you should have a "shopping list" of needs that still require materials. You're now ready for the final step, "Defining the Shopping List."

PART A

INVENTORY OF MATERIALS NOW AVAILABLE

CONTENT AREA: MODALITY: Auditory GRADE GROUP LEVEL:

Possible Types of Materials	Type of Material	Consumable?	# of Copies	Title or Description	Lang. of Mater.	Its Condition	Fullfills Need	Comments	Discard or Replenish
1. tapes 2. records 3. audio cards 4. audio kits 5. etc.									

STEP II: MATCHING NEEDS TO MATERIALS AVAILABLE

PART A

INVENTORY OF MATERIALS NOW AVAILABLE

CONTENT AREA: MODALITY: Visual--Print and Imagery GRADE GROUP LEVEL:

Possible Types of Materials	Type of Material	Consumable?	# of Copies	Title or Description	Lang. of mater.	Its Condition	Fullfills Need	Comments	Discard or Replenish
Print:									
1. dictionaries									
2. textbooks									
3. workbooks									
4. story books (with and without tape)									
5. periodicals									
6. printed flash cards									
Imagery:									
1. pictures									
2. movies									
3. filmstrips									
4. posters									
5. study prints									
	41								42

PART A

INVENTORY OF MATERIALS NOW AVAILABLE

CONTENT AREA: MODALITY: Kinesthetic and Tactile GRADE GROUP LEVEL:

Possible Types of Materials	Type of Material	Consumable?	# of Copies	Title or Description	Lang. of mater.	Its Condition	Fullfills Need	Comments	Discard Replenish
1. games 2. puzzles 3. manipulatives 4. realia (real objects & specimens)									

PART A

INVENTORY OF MATERIALS NOW AVAILABLE

CONTENT AREA: Teacher Aids GRADE GROUP LEVEL:

Possible Types of Materials	Type of Material	Consumable?	# of Copies	Title or Description	Lang. of mater.	Its Condition	Fullfills Need	Comments	Discard or Replenish
1. idea books									
2. ref. books									
3. curr. guides									
4. periodicals									
5. diagnostic instruments									
6. spirit masters									

STEP II: MATCHING NEEDS TO MATERIALS AVAILABLE

PART B.

MAKING A SHOPPING LIST
WHAT WE NEED

CONTENT AREA: GRADE GROUP LEVEL

Modality & Material Type	Language	Interest Level(opt)	Instructional Level	Developmental, Remedial, Enrichment?	Skills, content, concepts or instructional objtvs	# of students to be impacted by materials	Dollars Budgeted
	47					48	

STEP III. IDENTIFYING MATERIALS AND EQUIPMENT NEEDED.

Having identified the gaps in your instructional material resources, you are ready to identify materials, i. e. DEFINE THE SHOPPING LIST. The outcome of Step III will be the identification of specific materials to address needs for which there are none. The worksheet that you'll need is attached and entitled "Defining the Shopping List--What We Will Get." You'll also need worksheet "Making a Shopping List."

From the worksheet "Making a Shopping List" take only those needs that are priorities for the current year, identify one or two pieces of materials for each need and record onto "Defining the Shopping List." Remember, if your funds are limited, set priorities; KEEP your worksheets for a time when funds do become available. Look at all your identified material needs. Are there levels and even content areas that can be combined? Sometimes you can take advantage of sets. Fill in the worksheet as indicated. If some instructional item requires equipment and you do not own any, indicate this; on the next line record the equipment you need to buy and supply all the appropriate information.

After all pieces of materials have been identified, total the projected actual cost with the amount you allowed yourselves to spend which was recorded on "Making the Shopping List." If the projected actual cost exceeds the budgeted amount, prioritize materials to be acquired and indicate your decision in the last column BUY NOW/DELAY PURCHASE.

The process you've just completed is only the first phase in material acquisition. Once your materials arrive, you will want to look at them in-depth in order to define the materials's characteristics and match these characteristics to previously defined learner and teacher requirements. Implementation of this stage necessitates actual examination of the instructional material. CoMERC staff will be happy to help you in the next phase. Please call.

STEP III: IDENTIFYING MATERIALS AND EQUIPMENT NEEDED

DEFINING THE SHOPPING LIST
WHAT WE WILL GET

CONTENT AREA: GRADE GROUP LEVEL:

Title of material identified to meet need	Supplier	Quantity	Equipment required	Cost Per Unit	Total Cost	Difference btwn $ bdgtd & actual cst	Buy Now/ Delay Pur

___ ___ ___ f. format

___ ___ ___ g. cost

___ ___ ___ h. grouping requirement(s)

___ ___ ___ i. required equipment

2. On the basis of the available information, does the identified instructional material appear compatible with:

___ ___ ___ a. learner characteristics

(1) the learner assessment

(2) the learner educational plan

___ ___ ___ b. program characteristics

(1) the total instructional program considerations

(2) the identified environmental constraints

III. REVIEW

The outcome of stage III will be: an in-depth analysis of an instructional material in order to define the material's characteristics and match these characteristics to previously defined learner requirements. Implementation of this stage necessitates actual examination of the instructional material.

A. Analysis of Material

(This section includes recommended questions for determining the intrinsic qualities of the material(s) independent of specific learner characteristics and program requirements.)

___ ___ ___ 1. Are objectives in behavioral terms (specifying what the student task is, under what conditions, and level of performance expected)?

___ ___ ___ 2. Are techniques of instruction for each lesson either clearly specified or self-evident?

___ ___ ___ 3. Are facts, concepts, and principles ordered in a logical manner (e.g., chronologically, easy to difficult, etc.)?

___ ___ ___ 4. Does the material contain appropriate supplementary or alternative activities that contribute to or extend proposed learning?

___ ___ ___ 5. Is repetition and review of content material systematic and appropriately spaced?

Taken from "Standard Criteria for the Selection + Evaluation of Instructional Materials" Ohio State Univ., Columbus, Ohio 43210

Yes	No	NA		
___	___	___	6.	Does the content appear accurate?
___	___	___	7.	Does the material avoid content which betrays prejudice, perpetuates stereotypes, or neglects the talents, contributions, or aspirations of any segment of the population?
___	___	___	8.	Can the material be readily adapted to meet individual learner differences in abilities and interests?
___	___	___	9.	Can pacing of the material be adapted to variations in learner rate of mastery?
___	___	___	10.	Is provision made for adapting, altering, or combining input and response modalities according to learner variations?
___	___	___	11.	Does the material incorporate evaluation items and procedures which are compatible with program objectives?
___	___	___	12.	Are there sufficient evaluative items to accurately assess student progress?
___	___	___	13.	Is performance assessed frequently enough to allow accurate assessment of student progress and continuous feedback to learner?
___	___	___	14.	Is the format uncluttered, grammatically correct, and free of typographical errors?
___	___	___	15.	Are illustrations and photographs clear, attractive, and appropriate to content?
___	___	___	16.	Are auditory components of adequate clarity and amplification?
___	___	___	17.	Are all necessary components either provided with the material or readily and inexpensively available?
___	___	___	18.	Can consumable portions of material be easily and inexpensively replaced or legally reproduced?
___	___	___	19.	Is cost reasonable in comparison with similar commercial materials or homemade alternatives?
___	___	___	20.	Does the publisher clearly state the rationale for selection of program elements, content, and methodology (e.g., choice may be based on tradition, survey of other materials, logic of subject matter, experimental evidence, unvalidated theory)?
___	___	___	21.	Are testimonials, research, and publisher claims clearly differentiated?
___	___	___	22.	Are reinforcement procedures and schedules clearly indicated?
___	___	___	23.	Is a variety of cuing and prompting techniques used?

B. Matching Material to Learner

(This section involves the integration of the identified learner needs with the analyzed material characteristics to determine compatibil ty for instructional purposes.)

Yes	No	NA	
___	___	___	1. Are stated objectives and scope of the material compatible with learner's need?
___	___	___	2. Are prerequisite student skills/abilities needed to work comfortably and successfully with the material specified and compatible with the learner's characteristics?
___	___	___	3. Are the skills and abilities needed by the instructor to work effectively with the material specified and compatible with instructor's expertise?
___	___	___	4. Are levels of interest, abstraction, vocabulary, and sentence structure compatible with characteristics of the learner?
___	___	___	5. Is the degree of required teacher involvement (constant interaction, supportive or monitoring role, largely student directed, variable) compatible with teacher resources and learner characteristics?
___	___	___	6. Does the material incorporate motivational devices to sustain student interest which are appropriate to the learner's characteristics?
___	___	___	7. Are input and output modalities (visual, auditory, motor, tactile) compatible with learner characteristics?
___	___	___	8. Is the demonstration of task mastery (e.g., written test, performance test, oral test) compatible with or adaptable to intended learner's characteristics?
___	___	___	9. Is the format of the material (e.g., game, book, filmstrip, etc.) compatible with the learner's mental and physical abilities?
___	___	___	10. Is the durability and safety of the material adequate for the learner?
___	___	___	11. Is information provided indicating (successful) field testing of the material with students similar in learning characteristics and interests to those of the learner?

IV. DECISION MAKING

The outcome of stage IV will be: a final determination of material suitability for use in a specific learning situation. Individualization of the decision making, based on items of priority concern, is implicit in this process.

A. As a result of the review process, which questions have you identified as (most) critical to you in deciding to utilize the material with the learner?

B. On the basis of those critical priority concerns, is the material appropriate for specified learning requirements?

_____ Yes (implies accept)

_____ No (implies reject)

_____ Unsure (requires more analysis)

C. If unsure of appropriateness, are there other less critical questions which could be considered in making the decision to utilize the material?

D. On the basis of those additional considerations, is the material now deemed appropriate for specified learning requirements?

_____ Yes

_____ Unsure

E. If still unsure of appropriateness of the material, will comparison with other previewed material(s), in relation to critical questions, help identify the material which most closely approximates the specified learning requirements?

F. If still unsure of the appropriateness of the material, would modifications of the material render it usable?

1. Do you have access to resources for required modification?

G. If no:

1. Return to search process. Re-examine sources of material identification and information in locating other potential materials.

2. Review learner characteristics in an effort to modify requirements for material.

STAFF PERFORMANCE ANALYSIS

by

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1981

STAFF PERFORMANCE ANALYSIS

Introduction

As Staff Development Consultant for the Colorado Migrant Education Resource Center (CoMERC)/Northern Colorado Educational Board of Cooperative Services (NCEBOCS), one of the tasks that I have dealt with has been the issue of assisting our center satellites in the area of proper staffing patterns and role responsibilities. As our satellite centers move towards achieving a state of relative independence, the issue of having a "system" for staff evaluation has become increasingly important. Therefore, my intention in this paper is to discuss the "plan" that I designed which assists project directors in not only evaluating the work performance of staff, but also to make staff evaluation more relevant to each staff member involved. The major intent of my design, which I have called a "Staff Performance Analysis," centers around the staff member's job description. In this way, each item or "task" is identified as relevant or irrevelant to the present duties that particular staff person is actively engaged in. The design seeks to eliminate those "tasks" in the job description no longer relevant to the person's job; thus resulting in a "re-designed" job description that better suits the individual as well as the job.

Objectives

While each center satellite may have it's own specific objectives for pursuing a more effective approach to staff performance evaluation, I have identifed a number of generic objectives that seem to fit the overall requests that I have encountered in this area. The are:

- To look at each position for the purposes of:
  - identifying present work load
  - observing/discussing actual performance duties
  - reviewing job descriptions for possible revisions
- To assist the project in determining whether enough staff (FTE's) is available to perform all necessary functions of the program
- To recommend to the project possible changes in staffing patterns/performance duties

Each requesting project has two options in conducting the Staff Performance Anaylsis. They can request the services of CoMERC to conduct the Analysis, or can receive training in conducting the analysis and do it themselves. The options are for the initial request from the project. After

that, each project who has participated in the Analysis design is asked to conduct their own Staff Performance Anaylsis (technical assistance is still available if needed) so that the ever-present matter of local project ownership is attained.

The Design

The Staff Performance Analysis design that I have developed seeks to actively involve each staff member within the component areas identified. This is the general format I use when a project asks my assistance in conducting a Staff Performance Analysis:

1. Prior to actually beginning the Analysis with each staff member, I meet with the project director to review the forms and other related materials which I will be using during the time I am there to do the Analysis. Also at this time, I discuss my role as a consultant as well as the role of the project director in conducting the Staff Performance Analysis. Any questions that the director may have are answered at this time with particular attention paid to how the process will affect future analyses by the project.
2. All staff who will participate in the Analysis are asked to attend a special luncheon which allows them the opportunity to discuss the format of the Analysis and to ask any questions they might have. My "goal" at the luncheon is to do what I can to let staff members know that, hopefully, by reviewing the format they will achieve a more "comfortable" feeling for staff evaluation. Above all, I reinforce the objectives for the Analysis and emphasize that the results will assist each staff member in identifying those duties that are relevant to their present job(s) and to remove those items that are no longer relevant from their job descriptions. If a job description will be re-written, the project director has agreed that revisions will be done with the staff member's direct input. Once all questions have been answered, the first phase of the Analysis begins. Each staff person is asked to complete a Work Performance Guide (see Appendix A) which is to be used as a "base point" for the initial interview of each staff member. The interviews are scheduled for one hour for each member.

3. At the interview, the Work Performance Guide is complemented with the Work Performance Rating Sheet (see Appendix B) and the individual's present job description to generate a better understanding of the job the individual has been hired to do. I use the Rating Sheet to determine the extent of present job functions and responsibilities. This is done by listing each item on the job description in the "task" column and doing the following:
   - in the Category column, you would circle A if the task is one that the individual does (Active) or I if the task is no longer something that the individual is doing (Inactive).
   - in the Function column, you circle the D if the task has been identified as needing to be removed from the job description. The O and N-O are to be used when observation occurs and the interviewer is able to observe or not observe the particular task identified.
   - The Rating column is a mutually-agreed rating by the interviewer and staff member signifying the relative importance of the task to the job.

   Those tasks that the individual is doing that are not listed on the job description are also identified on the Rating Sheet in order to assist in possible revision of the job description at the end of the Analysis.
4. Once the ratings are done, an informal discussion is conducted using the Work Performance Self-Analysis Sheet (see Appendix C). The questions on the sheet provide me with further information on how the individual sees his/her job and what types of feedback capabilities are in place already within the project as that person understands them.
5. The individual is then asked to participate in an activity which seeks to identify time-on-tasks for approximately one week. This daily "diary" or "inventory" is used at the second interview session to further assist in determining whether sufficient time is being given to those tasks listed in the job description as well as to see whether the ratings done on the Work Performance Rating Sheet were correct (in terms of relative importance).
6. During the course of the week, I identify key individuals who work with the particular staff member and ask them to respond to questions on the Work Performance Reaction Sheet (see Appendix E).

6. (cont.) The first four questions give me a "feel" for how much the individual really knows about the program and the job duties of the individual. In question #5, I find out the interviewee's understanding of specific tasks related to the staff member's position and ask the interviewee to respond by rating (1 to 5) how well that staff member is performing those tasks that the interviewee knows to be part of their job. Those tasks identified as DNU (did not understand) by the interviewee are not rated at this time but will be rated during a second (or post) evaluation of the staff member. Question #6 is filled out individually by the interviewee using O for outstanding, C for commendable, S for satisfactory, N for needs improvement, and U for unsatisfactory. Space is available for further commenting by the interviewee. Question #7 provides information on work performance at a glance.
7. The following week, participating staff members are brought together to discuss the activities of the previous week and given the opportunity to update/give feedback on the Analysis process. At this time, each staff member is given the Staff Analysis Input Sheet (Appendix D) to complete before their second interview session with me. At the second interview, the weekly "diary" is discussed and comparisons made with the initial ratings done on the Work Performance Rating Sheet. The results of the Work Performance Reaction Sheets are also presented to the individual and time is given to discuss those areas found to have weaknesses. The Staff Analysis Input Sheet is also discussed at this time and strategies for necessary changes are provided to the staff member. Finally, a composite of the information is put together whereby the individual can work together with the project director in making necessary changes in work schedule and the possible revisions in the person's job description.

Epilogue

The Staff Performance Analysis that I designed seeks to achieve a a greater participatory level from staff who are presently undergoing

an evaluation of their jobs. The design allows for greater interaction among the staff member who is being evaluated and the person responsible for conducting the evaluation. All too often, staff evaluations tend to be limited to one or two methods for evaluating an individual with little opportunity for input on the part of the person being evaluated. The major thrust to this type of process is that, ultimately, job descriptions are revised that better reflect those tasks the individual actually does as opposed to those tasks that may be listed on the job description which may no longer be relevant. The process moves away from more traditional evaluation approaches in the sense that both individuals (staff member and person conducting the analysis) work together in obtaining the information necessary for analyzing work performance. Communication is not one-sided as the individual is informed and has an opportunity to react to that data retrieved concerning work performance. Also, information from sources who work with that particular individual is weighed in terms of how much they know about that staff member's position and not just what they think they understand his/her role to be.

As I continue using this particular design I'm finding some "hitches" with the format and forms so I'm presently undergoing some revisions. Some of the projects have gone ahead on their own and revised/consolidated some of the forms but generally the procedure remains the same: informing from the beginning the process which will be used to analyze the work performance of staff, interviewing staff members, asking for a time-on-tasks analysis by the individual and making comparisons to job-tasks and their relative importance on a per-day basis, securing information from a variety of individuals who work with the staff member, a second interview to confirm the information that was gathered, and finally, revising the job description (if necessary) to match the staff member's present duties.

WORK PERFORMANCE GUIDE

NAME: _____ POSITION: _____

PROGRAM: _____ DATE: _____

1. Please describe your present duties/responsibilities as you understand them to be. (If less than 1.0 FTE, describe only those duties for the particular program being analyzed.)

_____

_____

_____

_____

_____

2. List previous work experience that relates to your present position. This may include: secondary courses, post-secondary education, certification, professional organizations, etc.

_____

_____

_____

_____

_____

3. Indicate length of employment with this organization:

_____ less than 1 year _____ 1-2 years

_____ 3-5 years _____ 6 years or more

4. Which category(ies) would best describe your position:

_____ Administrator (super.) _____ Instructor (non-cert.)
_____ Administrator (non-super.) _____ Clerical support
_____ Consultant _____ Agency Representative
_____ Instructor (cert.) _____ Social Service related person
_____ Other: _____

5. How are your work responsibilities defined?

_____ Job description
_____ Verbal agreement with supervisor
_____ No defined duties (written/verbally expressed)
_____ Individually prescribed

6. Work performance is reviewed:

_____ Monthly
_____ Quarterly (every 3-4 months)
_____ Yearly
_____ Not at all

Person (by title) who is responsible for reviewing your performance: _____

7. If your position is <u>less</u> than 1.0 FTE for this program, list <u>all</u> other job responsibilities and their FTE rating:

_____

_____

_____

_____

_____

8. If your position <u>is</u> 1.0 FTE for this program, list any <u>other</u> duties your perform for other programs:

_____

_____

_____

_____

_____

9. Please give any other information that you feel is relevant for this job performance analysis:

_____
_____
_____
_____
_____

WORK PERFORMANCE RATING SHEET

WORK PERFORMANCE RELATED TO JOB DESCRIPTION:

	TASK	CATEGORY		FUNCTION	RATING
1.	_____	A	I	O N-O D	1 2 3 4 5
2.	_____	A	I	O N-O D	1 2 3 4 5
3.	_____	A	I	O N-O D	1 2 3 4 5
4.	_____	A	I	O N-O D	1 2 3 4 5
5.	_____	A	I	O N-O D	1 2 3 4 5
6.	_____	A	I	O N-O D	1 2 3 4 5
7.	_____	A	I	O N-O D	1 2 3 4 5
8.	_____	A	I	O N-O D	1 2 3 4 5
9.	_____	A	I	O N-O D	1 2 3 4 5
10.	_____	A	I	O N-O D	1 2 3 4 5

DESCRIPTOR COMMENTS: _____

_____

_____

WORK PERFORMANCE NOT RELATED TO JOB DESCRIPTION:

	TASK	CATEGORY		FUNCTION	RATING
1.	_____	A	I	O N-O D	1 2 3 4 5
2.	_____	A	I	O N-O D	1 2 3 4 5
3.	_____	A	I	O N-O D	1 2 3 4 5
4.	_____	A	I	O N-O D	1 2 3 4 5
5.	_____	A	I	O N-O D	1 2 3 4 5

DESCRIPTOR COMMENTS: _____

_____

_____

WORK PERFORMANCE SELF-ANALYSIS SHEET

1. Name: _____

2. Present Position: _____

3. FTE (Full-Time Equivalency) Rating: _____

4. Salary - Hourly Rate: _____
   Monthly Rate: _____

5. Hours worked per week: _____
   Average hours overtime per week (if any): _____
   How are you compensated for overtime work? _____
   _____
   Is this a suitable arrangement for you? YES NO Comments:
   _____

6. Name of immediate supervisor (if applicable):
   _____

7. How often do you meet with your supervisor to discuss your work activities? (i.e. once-a-week, twice-a-month, etc.)_____
   _____

8. Are your meetings regularly scheduled? YES NO

9. Think of a recent session with your supervisor. Describe the particular session in terms of: Length of session, number of topics supervisor brought up, number of topics you brought up, decisions by the supervisor that affected your present work-load (more responsibilities/less responsibilities), evaluation of work performance, "personal matters", etc. _____
   _____
   _____
   _____
   _____

10. Do you consider your supervisor to be "accessible" when needed?
    YES NO

11. If your answer was NO for question #10, please indicate why you feel that your supervisor is not accessible: _____
    _____
    _____
    _____

12. Other Comments? _____
    _____
    _____

STAFF ANALYSIS INPUT SHEET

1. What is important to you in your work? _____

2. What do you feel are your strengths in your current position? _____

3. What do you feel are your weaknesses in your current position? _____

4. What is the level of thrust within your program? Do you feel people have faith in what you do? _____

5. Where can you find support as you reflect upon the uncertainties and questions you have about your position? _____

6. Are there others with whom you can share ideas, questions, and concerns?

7. How can you arrange your day so that you can seek out opportunities for growth? _____

8. When you started this year, did you state some goals and objectives for yourself? Professional? Personal? _____

WORK PERFORMANCE REACTION SHEET

NAME: _____ POSITION: _____

PROGRAM: _____ DATE: _____

1. Position of person interviewed: _____

2. Work relationship towards person undergoing job performance analysis: _____

3. How long has interviewee known this person in regards to present position? _____

4. Interviewee's understanding of program goals and objectives:

   NONE MINIMAL BASIC GOOD EXCELLENT

   RELEVANT INFORMATION: _____

   _____

   _____

   _____

   _____

5. Interviewee's understanding of job performance/responsibilities:

TASK	LEVEL	RATING #1	RATING #2
_____	U DNU	1 2 3 4 5	1 2 3 4 5
_____	U DNU	1 2 3 4 5	1 2 3 4 5
_____	U DNU	1 2 3 4 5	1 2 3 4 5
_____	U DNU	1 2 3 4 5	1 2 3 4 5
_____	U DNU	1 2 3 4 5	1 2 3 4 5
_____	U DNU	1 2 3 4 5	1 2 3 4 5
_____	U DNU	1 2 3 4 5	1 2 3 4 5
_____	U DNU	1 2 3 4 5	1 2 3 4 5
_____	U DNU	1 2 3 4 5	1 2 3 4 5
_____	U DNU	1 2 3 4 5	1 2 3 4 5

6. Interviewee rating of work performance:

DESCRIPTOR	RATING	COMMENTS
SKILLS:	O C S N U	_____
KNOWLEDGE:	O C S N U	_____
WORK HABITS:	O C S N U	_____
RELATIONSHIPS WITH PEOPLE:	O C S N U	_____
LEARNING ABILITY:	O C S N U	_____
PERSONAL FITNESS:	O C S N U	_____
ABILITY AS SUPERVISOR:	O C S N U	_____
ADMINISTRATIVE ARILITIES:	O C S N U	_____
FACTORS NOT LISTED ABOVE:		
_____	O C S N U	_____
_____	O C S N U	_____
_____	O C S N U	_____

7. Overall work performance at a glance:

Person is doing more than job calls for:	YES	NO
Person is doing less than job calls for:	YES	NO
Should person stay in this position?	YES	NO
Should the job description be changed?	YES	NO

T I P S

On Hiring A Staff Person Whom You Expect To Function Bilingually In The Classroom (teacher/tutor/aide)

1. If you decide you want a particular position to be filled by a person who can function bilingually--be sure that your job announcements indicate bilingualism as a requirement.

2. Establish an Interview Committee that will screen, interview and recommend three people to the director. The Interview Committee can include, but should not be restricted to:

   - program director
   - building principal
   - a teacher who works with migrant children (preferably bilingual)
   - a bilingual teacher aide or tutor
   - a parent of a migrant child (preferably monolingual Spanish)
   - family contact worker

3. Establish questions in advance and make sure that every candidate is asked the same questions. Also be sure that the questions are clearly job-related.

4. Screening of applicants to interview could be done by the Interview Committee, or by a sub-committee--composed of the director and principal, according to criteria established by current staff members.

5. Suggested structure for the interview:

   --The director can start by explaining the local program (regular/summer). S/he should explain the policies, procedures and hierarchy, including a statement such as: "In migrant education there are some requirements one must follow--e.g., involvement of parents, participation in the Migrant Student Record Transfer System, etc."

   --The principal can ask the questions about background and reasons for applying for the position.

   --The teacher can ask questions pertaining to methods of teaching, classroom management or materials used.

   --The teacher aide or tutor could ask questions relating to the applicant's experience with and attitude toward the use of paraprofessionals in instruction.

   --The parent can ask about experience and attitude in the area of involving parents.

   --The family contact worker can follow-up about home visits.

NOTE: The applicant should be instructed to provide all answers in both English and Spanish throughout the interview.

--Finally, the applicant could be asked to do the following:
1) read from a Spanish language reader (from the level where the applicant will instruct)
2) do a written translation of a short message designed to go to parents (could be done on the board or on paper, per the applicant's preference)
3) present a 5-minute "lesson" on a topic of their choosing in Spanish.

6. Ratings by the Interview Committee could then include items such as

A. - comfort with parent involvement concept
- familiarity with materials to be used
- approach toward team teaching
- knowledge of other cultures

Example Rating Scale for these items:

0	1	2	3	4	5
No knowledge in the area					Highly comfortable or familiar

B. - comfort in using Spanish
- proficiency in reading Spanish
- proficiency in writing Spanish
- proficiency in listening to Spanish
- proficiency in using Spanish in instruction
(each of the above proficiencies are unique and, thus, should be rated separately)

Example Rating Scale for these items:

0	1	2	3	4	5
Does not use Spanish					Uses the language as a native speaker

NOTE: Each committee member must complete a rating form for each interview, except that the ratings in part B should only be done by those who know enough Spanish to rate someone else's use of the language.

Developed by Richard Garcia and Mary Boynton
CoMERC, July, 1980

PARENT SURVEY
FALL, 1980

1. Who was interviewed? (relation to migrant student)

   _____Father _____Mother _____Other

2. Do they plan to attend the October Parent Involvement Conference?

   a._____Yes, both b._____Yes, one does

   c._____No, neither d._____Don't know

3. Please explain that we are trying to find out which sessions would be best for the Conference. Therefore, we would like their comments about what topics they would prefer. If they read, please show them the list of topics and ask them to mark the ones they would like to attend. If they do not read, please read the list to them and have them respond to each one. Please show how many people responded in each category.

Interested	Not Interested	
_____	_____	Philosophy and intent of Colorado Migrant Education Program.
_____	_____	How individual projects are planned, staffed and evaluated.
_____	_____	How parents can help the director in program operation.
_____	_____	Orientation to the Migrant Student Record Transfer System (basic skills and record-keeping).
_____	_____	Basic concepts of teaching/learning and the importance of continuity.
_____	_____	How to work with the teacher or aide as a volunteer in the classroom to help your child.
_____	_____	Questions to ask in a parent/teacher meeting.
_____	_____	Basic skills parents can help teach at home.
_____	_____	How to resolve conflicts with your children.
_____	_____	Diagnosis/Grading/Testing of children--why, how, what it means, and how you can help prepare your child.
_____	_____	Legal rights of parents regarding their children's education.
_____	_____	Sharing experiences, concerns and solutions with other parents.
_____	_____	Question-answer session with state/local administrators of migrant education.

Other: write in other topics you are interested in

_____

_____

_____

4. Now, please ask each interviewee to go back and mark a "1" and a "2" in front of their first and second choice topics.

5. Which language would they prefer the sessions to be in?

   _____Spanish _____English

Developed by CoMERC, 8/80

ESTUDIO DE PADRES
Otoño, 1980

1. ¿Quién fue entrevistado? (pariente del estudiante)

_____Papá _____Mamá _____Otro

2. ¿Planearon ellos de asistir la Conferencia de Envolvimiento para Padres?

a._____sí, los dos b._____sí, uno

c._____no, ninguno d._____no saben

3. Favor de explicarles que tratamos de saber que tipo de sesiones serán mejor para la conferencia. Por lo tanto, es necesario que tengamos sus comentarios de los temas que ellos prefieren. Si los padres pueden leer, favor de enseñarles la lista de temas y que marquen lo que a ellos les guste asistir. Si no pueden leer, favor de leerles la lista y que pongan su respuesta en la linea que coresponde. Favor de indicar cuantas personas respondieron en cada categoría.

Interesado	Desinteresado	
_____	_____	Filosofía e intención del Programa Migratorio Educativo de Colorado.
_____	_____	Como son los proyectos locales planeados, evaluados y como nombran a sus empleados.
_____	_____	Como ayudan los padres al director con la operación del programa.
_____	_____	Orientación al Sistema Trasmisor de Registros de Estudiantes Migratorios.
_____	_____	Conceptos básicos en la enseñanza y aprendizaje y la importancia de continuar.
_____	_____	Como trabajar con el profesor o ayudante (como voluntario) en el salón para ayudarle a su niño.
_____	_____	Que pueden preguntarle a la maestra durante una conferencia.
_____	_____	Destrezas básicas que usted puede enseñar en casa.
_____	_____	Como pueden resolver conflictos con su niño.
_____	_____	Porqué, cómo, y qué contiene dar diagnosis, notas, y pruebas, y como usted puede preparara su niño.
_____	_____	Derechos legales de los padres tocante la educación de su niño.
_____	_____	Compartir experencias, preocupaciones y soluciones con otros padres.
_____	_____	Una conferencia con los administradores estatales y locales de educación migratoria.
_____	_____	Otras cosas: Escriban otros temas que a ustedes l gustarían ver o escuchar.

_____

_____

_____

4. Ahora, favor de preguntarle a cada persona entrevistada que marque 1 y 2 enfrente de su primera y segunda preferencias.

5. ¿En que lenguaje prefiere las conferencias?

_____español _____inglés

Desarrollado por CoMERC, 8/80

HOW TO ENSURE PROGRAM CONTINUITY FOR MIGRANT CHILDREN

While many educational services are offered to migrant children, maintaining a record of the child's academic information is of high value to the regular classroom teacher and to migrant program staff. Therefore, it is necessary to have a cooperative endeavor between regular and summer programs so that a migrant child will have minimal interruption with his/her academic program.

The following questions need to be answered before you begin providing services to a migrant child:

a. How long has the student been in your district? Is he/she enrolled on the CDE 145?

b. If the enrolled child has been in your district (regardless of migrant status), for how long?

c. Has the child attended a summer migrant program in your district?

d. What academic information can be secured at this time for this child?

e. Will the child be eligible to receive services this year?

Once answered, you now have a foundation that will enable you to begin your planning for serving migrant children in your district.

Steps Towards Program Implementation

1. Secure a list of all migrant children (K-12) eligible to be served in your district. The list should include: name, MNE, age, school, teacher, grade, and a check (✓) space.
2. Once all children eligible to be served are identified, all children must be referred by the classroom teacher. (See sample referral form)
3. Once the child has been referred for services, begin diagnostic procedures (testing based on referral areas) to determine eligibility for the program. NOTE: if a child will be in other special programs, communicate with those programs so there is no duplication of testing.
4. The child is eligible only when he/she is diagnosed to be below grade level (as determined by the project application) for that particular area referred.

5. Once eligible, it is recommended that a plan to meet the educational needs of the child is made. This plan, or IEP, should be prepared with the cooperation of the classroom teacher, migrant program staff person, and other staff who will be working with the child (i.e., Title I, Bilingual, Special Education, etc.) The plan must include your project's goals and objectives as base information.

6. For optimum involvement, your plan should be presented for review and/or approval by the building principal and program director. Although this may sound time consuming, it will come in very handy when you are visited by parents and/or CDE.

7. Develop and maintain student files, regardless of eligibility. These files can contain, but are not limited to the following:

   - student referral for placement
   - diagnostic information
   - prescriptive information
   - a time schedule
   - a copy of the "White Shadow"
   - a copy of the CDE 145
   - results of periodic evaluations of student performance

8. Once the child begins to perform at grade level (in the area referred), a review must be done which involves all people previously participating in the plan for the child. The review should take into consideration:

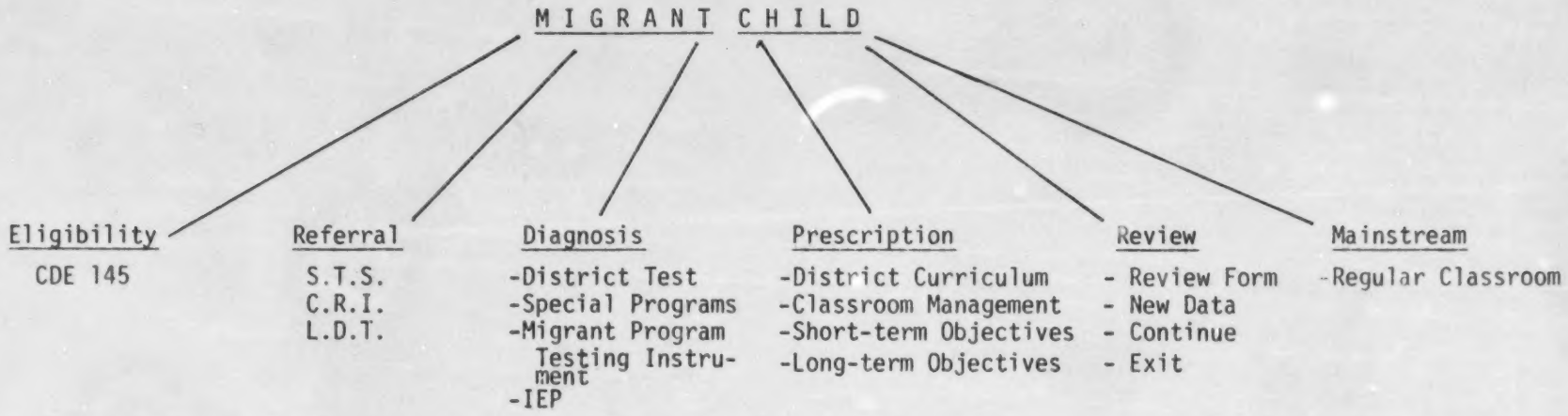
   - present academic performance in the classroom and with the migrant program
   - student's confidence in the area being learned
   - any other factors that would influence performance in the classroom

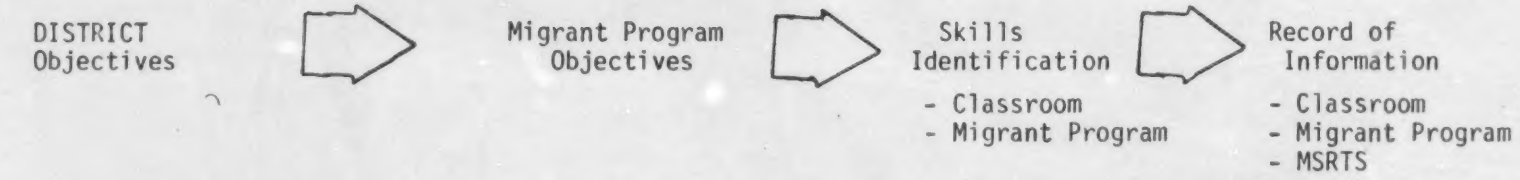
NOTE: The goal is to have the child functioning in the classroom. Mainstream whenever possible. (See review model)

9. Always communicate with the classroom teacher concerning the child's performance. This will allow you to modify the child's program through recommendations concerning materials, manipulatives, etc. Also, rapport will encourage your feedback to the teacher and will enhance your observations for better pupil progress.

10. At the end of the school year, encourage the classroom teacher to summarize the year's activities for the child. Any new testing information should be included as well as content area gains and special interests. If the child will be attending summer school, a referral must be made for determination of eligibility.

PROCESS FOR ACADEMIC INFORMATION CONTINUITY





MIGRANT EDUCATION-STUDENT ELIGIBILITY

_____
Migrant Program

_____
School Year

	NAME	MNE	AGE	SCHOOL	TEACHER	GRADE	(✓)
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							

SAMPLE

_____ HAS BEEN REFERRED FOR FURTHER EVALUATION/AND OR PARTICIPATION IN THE TITLE I ESEA MIGRANT EDUCATION PROGRAM BEING OFFERED AT _____ SCHOOL DISTRICT THROUGH THE SOUTH PLATTE VALLEY BOCES.

PLEASE INDICATE WHICH METHOD OF ASSESSMENT HAS BEEN USED TO REFER THE CHILD ACCORDING TO THE FOLLOWING ASSISTANCE AREAS:

AREA	S.T.S.	C.R.I.	L.D.T.	T.O.	OTHER
READING (OVERALL)					
WRITING SKILLS					
READING READINESS					
MATHEMATICS					
E.S.L.					
OTHER					

CODE: S.T.S.= Standardized Test Score
C.R.I.= Criterion Referenced Inventory
L.D.T.= Locally Developed Test
T.O. = Teacher Observation

PLEASE INDICATE WHETHER THIS CHILD HAS BEEN REFERRED TO ANY OTHER SPECIAL ASSISTANCE PROGRAM:

PROGRAM	YES	NO
TITLE I ESEA		
SPECIAL EDUCATION		
STATE TUTORIAL		
OTHER		

I UNDERSTAND THAT THE TITLE I ESEA MIGRANT EDUCATION PROGRAM WILL PROVIDE SUPPLEMENTAL ASSISTANCE TO THIS SCHOOL'S REGULAR CURRICULUM AND I WILL WORK COOPERATIVELY WITH THE MIGRANT INSTRUCTIONAL STAFF IN ORDER TO PROVIDE THE BEST EDUCATIONAL PROGRAM FOR THIS STUDENT.

_____ CLASSROOM TEACHER

_____ PRINCIPAL

_____ PROGRAM INSTRUCTOR

_____ FEDERAL PROGRAMS DIRECTOR

rev 9/79

SAMPLE

SAMPLE

tudent _____ Age _____ Birthday _____ School _____ Grade, ____

resent Levels of Educational Performance:

AREAS	NAME OF TEST OR OTHER EVALUATION	PRE-TEST DATE	RESULTS	POST-TEST DATE	RESULTS
eading Recognition					
eading Comprehension					
ath					
elling					
her:					

EP Form completed by _____ Position _____

Participating Members	Position	Participating Members	Position

IEP approved by Teacher _____ Date _____

Principal _____ Date _____

Director of Federal Programs _____ Date _____

Regular classroom participation/extent: _____ Placement recommendation: _____

: _____ School _____ Grade _____ Page __ of __ pages

'AL GOALS:

SAMPLE

'ICE CATEGORY_____ PERSON RESPONSIBLE _____ OF TIME IN PROGRAM _____

RT TERM OBJECTIVES :

	BEGINNING SERVICE DATE	PROJECTED ENDING DATE	EVALUATION CRITERIA	DATE OBJ. ME
			82	
81				

59

STUDENT REVIEW

Student _____ D.O.B._____ Date _____

School _____ Teacher _____ Grade _____

Review Committee (Signature):

1. _____, Title _____
2. _____, Title _____
3. _____, Title _____
4. _____, Title _____

Current Performance:

Year	_____	_____
Reading Level	_____	_____
Math Level	_____	_____
Spelling Level	_____	_____
Other	_____	_____

Recommendation: Please circle one.

1. Continuation of current educational status.
2. Alternate placement.
3. Reassessment.
4. Termination based on substantiated information.

SAMPLE

HOW TO ENSURE PROGRAM CONTINUITY FOR MIGRANT CHILDREN

INSTRUCTIONS

1. Read each implementation step. Using the key on the chart, place the appropriate letter (I, A, R) under the position(s) you feel has an involvement with that step.
2. Once you complete the ten steps, go back and determine whether your project needs more work on each step. Make an X in the appropriate box (yes or no). If you mark yes, decide who needs to be involved to improve the step (use the position abbreviations).
3. At the bottom of the chart is a total column. For each position, count the number of times you placed an R and place that amount in the appropriate column.

POSITION ABBREVIATIONS

M.D.	- MIGRANT DIRECTOR	M.C.	- MIGRANT COORDINATOR
F.C./R.	- FAMILY CONTACT/ RECRUITER	R.C.	- RECORDS CLERK
M.T.	- MIGRANT TEACHER	M.TU.	- MIGRANT TUTOR
M.A.	- MIGRANT AIDE	R.C.T.	- REGULAR CLASSROOM TEACHER
PRI.	- PRINCIPAL	SUPT.	- SUPERINTENDENT
PAR.	- PARENTS	S.P.S.	- SPECIAL PROGRAMS STAFF (T-I, SPED, LAU, BL/BC, ETC.)
OTH.	- OTHER		

STEP	AREA OF RESPONSIBILITY													NEED MORE WORK?		
	M.D.	M.C.	F.C./R.	R.C.	M.T.	M.TV.	M.A.	R.C.T.	PRI.	SUPT.	PAR.	S.P.S	OTH.	YES	NO	WHO ?
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
TOTAL →																

KEY: → I - INFORMED A - ACTIVE ROLE

R - RESPONSIBLE

INFORMED:

- has knowledge of

ACTIVE:

- having input
- sharing information
- filling forms, etc.

RESPONSIBILITY:

- knowing that <u>you</u> must ensure that the task is done
- coordination (key person)
- decision-making
- communicator

SPV/NEBOCES Migrant Education

Evaluation Design Planning Session

DATE: September 22, 1980 CONSULTANT: Mary Boynton, CoMERC

I. Some initial questions to be answered:

1. Are all ages/migrant statuses to be measured with equal emphasis?

2. Who will the audience(s) for the evaluation be? What do they need and why (for what purpose)?

3. What actions will be taken as a result of the information derived?

4. Is the information needed by project staff for formative (in-stream) decisions? If so, when and in what form?

5. How were the objectives and criteria developed (by whom)?

6. What is the rank order of importance of objectives (by both the audiences to be addressed and the migrant project staff)?

7. Does the program have funds, time and resources adequate to address all objectives?

8. Are there any other "hidden" objectives being superimposed by
   - C.D.E.
   - Districts
   - Parents
   - Staff themselves
   - Other?

9. What district/school testing program(s) are there, and are the migrant children included in them (include Title I, Bilingual, etc.)?

SPV/NEROCES Evaluation Design

II. Some basic requirements I have for an evaluation design:

1. Time and energy spent on evaluation
   - should be proportional to the importance of the objective
   - should not substantially detract from instructional emphasis
   - should, if possible, assist directly in the diagnostic/prescriptive process of instruction.
2. No measurements should be duplicated.
3. All staff should understand the purpose of each measure and share in the decision-making regarding forms of evaluation which will take their time.

III. Assumptions/Guidelines to be discussed:

1. Staff are capable of making accurate judgments about children.
2. Some bias will enter into all measures—hence, a process is used which allows for multiple measures on important objectives so as to compare results from different points of view.
3. Results of evaluation should only be given as much creedence as the degree of accuracy with which they were measured or gathered will warrant!
4. Results of program evaluation should not be used for evaluation of individual staff (unless for purpose of self-study).
5. At any time a given design is either becoming unworkable or interfering with conducting the program, it should be immediately reviewed and revised.

SPV/NEBOCES FY'81 OBJECTIVES

AND POSSIBLE EVALUATION STRATEGIES

OBJECTIVE #/CONTENT	QUESTION TO BE ANSWERED	PROPOSED EVALUATION	ALTERNATIVES
PRINCIPAL:			
1. Communication Skills	Is there improvement in the listening, speaking, reading, spelling, and writing skills of kids?	100% will gain .5 months for each month of instruction, on Zip or equivalent	Oral language—use LAS or BSM, or alternate these Reading—use Woodcock, forms A & B Writing—teacher grading of student papers (pre/post, or at some other set time interval) Could use the district testing—if so, be sure to prepare the children for the experience and explain tests to them and parents Have children keep a 'diary' of books read (titles, length, etc.) Keep a record of childrens participation in skits, or other language arts-related activities Have the classroom teacher do a rating of the child pre/post (on any of the areas listed)
2. Math Skills	Is there growth in functional math, computational skills, conceptual ability?	100% will gain .5 months for each month of instruction, on Zip or equivalent	Key Math, pre and post Teacher-made tests Numbers of math skills mastered District testing (see above note)
3. Dominant language instruction w/ with ESL for NES and LES children	A. Is dominant language instruction taking place (and ESL)?	?	Teacher/aide report of activities
	B. Is content being obtained by children to meet their needs and are they improving their English skills?	100% will show significant improvement in scholastic achievement and learning language, as measured by the LAS	Scholastic achievement testing should be in their dominant language—such as CTBS, Spanish or CAT, Spanish adaptation, or teacher-made content tests Use LAS or BSM for English skills

OBJECTIVE #/CONTENT	QUESTION TO BE ANSWERED	PROPOSED EVALUATION	ALTERNATIVES
4. Culture	Do the children have increase knowledge and understanding of cultural differences?	100% will demonstrate appreciation of their culture and that of others, through observation	Knowledge of cultures could be measured through teacher test Participation in culturally-related activities recorded Rating by teacher of such participation (could be pre/post) Teacher/aide conduct discussion of cultural differences/culture at beginning and end of year and measure extent of involvement of each child Self-rating by children
5. Self-concept	A. Are activities being provided to increase social growth, self-concept and group interaction?	?	Teacher self-report of activities designed to enhance social development, or techniques used which have positive effects Reports of monitoring visits or classroom observations
	B. Is the self-concept of the children being enhanced? Is group interaction improved?	75% will show significant improvement in self-concept* (*we must define this for measurement purposes)	Rating by the regular classroom teacher on the children's interactions, self-confidence, participation, etc. Teacher/aide rating of children (pre/post) as seen in tutoring sessions Ratings by outside observer
6. I and R	Are all eligible children identified and enrolled?	100% identified and 100% enrolled (*should be in a defined area, not the whole State)	CDE requirements (Logs, quarterly reports, MSRTS reports, monitoring) Is there some method of checking whether all possible children have been identified?
7. Dental/Medical	Are needed services being provided and is treatment of health problems being assured?	?	Service records Statement of procedures will speak to avoiding duplication Numbers of children not getting needed services

OBJECTIVE #/CONTENT	QUESTION TO BE ANSWERED	PROPOSED EVALUATION	ALTERNATIVES
8. Support services	Are support services being provided where need is demonstrated?	?	Records of referrals for service, service given, outcome
9. Parent Involvement	Is parent input into planning, implementation and evaluation of the program obtained?	Records of meetings and signature on proposal	None
	Is parent participation in program activities encouraged?	?	Record of contact made with parents (family contact log, letters, etc.)

SUBORDINATE:

The only comments I would have about evaluation of these objectives would be the following:

4. Inservice		—	Be able to relate the actual inservices held to the stated or perceived needs of the staff (based on either their statements or results of a performance evaluation)
5. Dissemination		—	Show that the channels used for disseminating information were geared to the people who needed to be targeted with the information

The original design has been modified (2/81) to reflect 1/81 changes in the CDE 120. Further, this design was developed for SPVBOCES and would need to be modified to fit other project's needs and interpretations of the objectives. Please contact Mary if you are interested in consultation. (M.B. 2/25/81)

PROPOSED EVALUATION DESIGN FOR SPV/NEBOCES MIGRANT EDUCATION PROGRAM REGULAR YEAR PROGRAM PREPARED OCTOBER, 1980 BY MARY BOYNTON, CoMERC

BACKGROUND

At the request of Dr. Vincze, project director, I consulted with him and his staff to develop a program evaluation design intended to supplement the existing reporting and monitoring arrangement. The following guidelines were established:

1. All objectives should be addressed, with the emphasis on evaluation commensurate with the importance of the objective.
2. The results are intended to be used for the purpose of decision-making about the program, so it should provide information about the implementation and effectiveness of each component.
3. Staff need to understand the purpose of measures to be used and be involved in their development/selection.
4. Time and energy spent on recordkeeping/evaluation should not substantially detract from job duties.
5. Evaluation procedures need to be reviewed if they become unworkable.

EVALUATION DESIGN (See Appendix E for chart summarizing the complete design and Appendix F for a chart showing an example for SPVBOCES of instrumentation for different phases--which may clarify how the design proposed for final evaluation coordinates with other assessments which may be used.)

Following are my recommendations for an evaluation design for the regular year program objectives. These resulted from a review of existing procedures and consideration of options with staff. Discussion will proceed by objective. It should be noted that since this program is to be supplemental--children who have no problem in a particular area should not be provided services or evaluated in that area.

PRINCIPAL OBJECTIVE #1:

To develop and improve the migrant child's communication and reading skills by providing a language arts program stressing listening, speaking, reading, spelling and writing, using the child's dominant language as appropriate to the child's needs, but stressing the need to master English.

(Note: Measurement of this objective is limited here to reading, and may need to be expanded to the other four areas based on a project's emphasis.)

A. For 5-year children receiving reading services, use scores from district or Title I norm-referenced testing.[1,2*] Pre-testing may be done in the Fall and post-testing in the Spring, or year-to-year testing (in which Spring testing serves as a post-test for the '79-'80 year and a pre-test for the '80-'81 year).

B. Inter/Intrastate children can be assessed with a criterion-referenced reading measure.[2]

C. A Teacher/Aide Report Form (see Appendix B) could be used to obtain information on the need for and extent of dominant language instruction, with trends analyzed over the year or between years.

D. Parent feedback (see Appendix C) can provide information on language arts instruction from another perspective.

E. I recommend that other diagnostic reading tests be used as needed to provide supplemental information for instructional placement (see Appendix F).

F. Projects may decide to exclude kindergarteners or those children who have not been in school before from this testing, and instead to focus on readiness (as measured by any number of instruments).

PRINCIPAL OBJECTIVE #2

To develop and improve the migrant child's mathematical skills by providing a math program based on individual needs and the opportunity to obtain functional math skills, basic computational skills and mathematical concepts.

A. For 5-year children scores from district, or Title I math testing should be used (for those children needing extra help in math).[1,2]

B. Inter/Intrastate children can be assessed with a criterion-referenced measure.[2]

C. Parent feedback (see Appendix C) for another perspective.

D. I recommend that other diagnostic math instruments be used as needed to provide supplemental information for instructional placement (see Appendix F).

E. Projects may decide to exclude kindergarteners or those children who have not been in school before from this testing, and instead to focus on readiness (as measured by any number of instruments).

(*The numbers refer to Notes in Appendix A)

PRINCIPAL OBJECTIVE #3:

To advance the educational development of non-English speaking and limited English speaking migrant children by instructing them in their dominant language and providing English language instruction.

This objective speaks only to the limited and non-English speaking (LES/NES) children. It addresses two areas: A) provision of content area instruction in the dominant language, and B) provision and outcomes of ESL instruction.

A. Content area instruction in dominant language
   1. As suggested in the note above, achievement testing could be done in Spanish with, for example, the CTBS/Espanol.
   2. Perhaps a more desirable and integrative solution is to measure the extent of coordination between migrant staff and regular classroom teachers regarding the content area expectations of LES/NES children. This can be done by
      -reviewing the process for referral at monitoring time (ie., does it include specification of content area expectations by the classroom teacher?)
      -reporting by the migrant staff of activities in which dominant language support of content area instruction took place (Teacher/Aide Report Form--Appendix B).

B. ESL instruction and outcomes
   1. Amount and nature of instruction in ESL can be gauged with the Teacher/Aide Report Form (Appendix B).
   2. Assessment of English language progress can be done with a language proficiency measure in the Fall and Spring for those children whom you expect will be staying. The "post" assessment should not be given to children who scored at level 4 or 5 on the "pre"--as they are already proficient. Note: Two instruments could be alternated yearly to reduce children's memorization and staff boredom. Analysis could take the form of percents of children who made no change, gains in levels or losses in levels.
   3. For children who only stay a short time, a criterion-referenced measure of oral language could provide a measure of progress (number of objectives mastered per days attended).

C. Parent feedback should be solicited on both aspects of this objective.

PRINCIPAL OBJECTIVE #4:

To enrich the migrant student's understanding and knowledge of cultural differences and his ethnic culture by providing activities that include his history and culture in learning activities.

It is my experience that valid measurement of cultural understanding is probably impossible and may even increase polarization through further stereotyping. Instead, I recommend examining whether or not the intent of the objective is being addressed. This can be done through teacher report of culturally relevant activities employed (see Appendix B). Parent feedback on cultural relevance may be instructive--if they have visited classrooms.

PRINCIPAL OBJECTIVE #5:

Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

As with previous discussions this objective should be addressed only in regard to those children who have a need for it. Also, my interpretation leads me to conclude that the main setting in which group interaction and self-concept can and needs to be impacted is the regular classroom. Research and common sense both tell us that our self-image is closely tied to what is expected of us. Thus, I recommend that measurement focus upon the expectations and observations of the regular classroom teacher. Information on activities/approaches employed by the migrant staff could also be gathered by the Teacher/Aide Report Form (Appendix B).

I have attached a sample Classroom Teacher Observation Form (Appendix D) which can be given to the regular classroom teacher(s) of kids served by the program. It could be used in the Fall as a technique to identify children who have social development, group interactional, or self-image problems and/or for whom the teacher may have limited expectations. I recommend that it be used with second (2nd) graders and up--due to the difficulty in measuring these concepts at younger levels. It is designed to have the side-effect of sensitizing the classroom teacher to the individual styles and capacities of these children. The migrant teacher/aide could use the results to assist classroom teachers in modifying perceptions, as needed.

Probably the approach most apt to yield accurate results is to incorporate it as part of the process of requesting information from the regular classroom teacher by the migrant staff. This procedure should have the endorsement of the director and principals. Post measure can be done in the spring.

Results can be analyzed for change in group interaction, change in the level of regular classroom teacher expectations, and change in perceived social development of children. Five-year children can be compared pre to post for the year, while others may be compared to the five-year children

A method which could be used to validate the findings from the regular teacher would be to have parents provide the following on each of their children in the program at the end of the year:

1. The extent to which he/she seems to like/dislike school
2. The extent to which he/she seems to feel capable to do the work required
3. The extent to which he/she seems to get along with other children
   A. in play, outside school
   B. in school

PRINCIPAL OBJECTIVE #6:

To identify and enroll all migrant children who are eligible for inclusion in the Mirant Education Program.

Since there is no foolproof method to assess whether or not all eligible children have been identified and enrolled, it is more feasible to examine the process. Daily logs and survey procedures can be examined for thoroughness of agency and area coverage. Probably the most crucial factors in the I and R effort are the understanding by the staff of the purpose for having children enrolled and the ability to communicate this to parents and agency representatives. Thus, it is critical to examine what training they receive to help them in such areas. Specific performance evaluation on the tasks of the job should provide information on the effectiveness of such training.

PRINCIPAL OBJECTIVE #7:

To provide dental and medical services to migrant children to enhance their well-being and to assure treatment of any health problems before they become threatening or detrimental to a productive life.

A Family Contact Activity Form (Daily Log) should be sufficient to determine the number of referrals and agency contacts made. I would, however, strongly suggest that the director and all staff who use it spend some time modifying it to provide the actual data needed for local and state needs. (Examples from other projects might help.) The nature of family contact visits can be obtained through a slight revision of the use of the Family Contact Activity Form. Family Contact Workers could write down the purpose of the visit along with the name under "Families Visited." Categories for this purpose should be limited in number and need to be formulated with input from all Family Contacts. Examples: identification, recruitment, dental/medical, PAC work, routine visit, clothing, instructional-related, etc. A code system should be printed on the upper left of the form. Unless the information from the Family Contact Monthly Report is specifically needed for district purposes--it would seem that data from the daily form could be directly summarized onto the Quarterly Status Report.

Again the most crucial aspect of this objective is the procedural one--that referrals are reviewed to screen out services that would supplant rather than supplement those of the school or other agencies. It strikes me that the exact nature of the referral process needs to be clearly delineated (roles and responsibilities of those expected to be involved in any way) before it can be evaluated. Then the process could be checked by having the director check with personnel at each school site when monitoring to see what their understanding is of the referral process and their responsibility. Also, Family Contacts can be asked quarterly (in a meeting with the director) how many children are not receiving the needed services. The reasons can be summarized and should assist in identifying the point(s) of breakdown in the delivery process.

I further recommend that parents continue to be asked about the adequacy and timeliness of these services on the feedback form. This could be done at each PAC meeting if more information is needed.

PRINCIPAL OBJECTIVE # 8:

To provide support services such as clothing, to migrant children who demonstrate a need for these services.

This objective could be addressed in the same fashion as #7--ie., through a Family Contact Activity Form, review of procedural issues with school personnel and parent feedback. However, it may be important to consider the possible negative side-effects of this whole process (such as out-of-fashion or ill-fitting clothing and the possible embarrassment of wearing clothes previously owned by other children). These side-effects could be considered with the PAC and the process modified as needed.

PRINCIPAL OBJECTIVE # 9:

To obtain parent input in planning, implementation, and evaluation, plus encouraging parent participation in educational activities.

Involvement of the parents in PAC meetings can be well documented through 1) meeting agendas/minutes and 2) documentation by PAC Coordinators of efforts to get attendance/cooperation input (on Family Contact Activity Forms). Activities can then be classified as planning, implementation or evaluation.

Extent of parent involvement in the classroom or in instructional areas could be tracked through having teachers and aides keep a log of parent contacts. This should include date, parent name, child's name, and nature of the contact.

The parent feedback form can be used to obtain parents' views about

- the timing of their input into the program
- the value to them of being involved
- the way in which their input was requested

SUBORDINATE OBJECTIVE #1 AND #2:

To direct the Migrant Education Program at SPV-BOCES/NEBOCES.

To plan, develop and implement regular term program.

These two objectives can be self-evaluated by the director, with input from the staff. Annual assessment of this component by the total staff may be helpful.

SUBORDINATE OBJECTIVE # 3:

To monitor each regular year Migrant Program regularly during FY 1981.

The extent to which internal monitoring represents the true situation and is constructive can also be responded to by staff. The director can also note what, if any, changes resulted from monitoring.

SUBORDINATE OBJECTIVE #4:

To provide inservice training through an Instructional and Materials Resource Center, State Migrant Program staff, and consultants to local administrators, teachers, teacher aides, and other staff.

Inservice training can be analyzed by correlating it to stated evaluations. Another means to evaluate the inservice component is to provide staff the opportunity to discuss needs at regular staff meetings. At those times, follow-up on previous sessions can reveal whether they had a long-range impact. Further practical assessment of the impact of training results from performance evaluation of staff--ie., is the training having the desired effect?

SUBORDINATE OBJECTIVE #5:

To disseminate through newsletters, radio, newspaper, slide presentation and other available means, current activities of Migrant Education to inform parents and community about the Migrant Program.

The parent feedback form can be designed to provide information on the adequacy of the dissemination effort directed toward parents. A measure of the awareness level of the general public can be obtained by

1. asking principals at monitoring how many questions they get from the public about the program
2. asking staff at an annual meeting whether people they know socially have knowledge of the program (other than through staff explanation).

SUBORDINATE OBJECTIVE #6:

To compile regular year program evaluations as directed by Federal guidelines.

Internally, the director can determine if the evaluation report was timely and if it accurately reflected the program. A more telling question is whether or not the results are used to improve future planning.

SUBORDINATE OBJECTIVE #7:

To develop and implement a program of action of communication and coordination with other agencies to avoid duplicating services and assure comprehensive services to migrant children.

The record of coordination meetings and major communications with other agencies will help evaluate intent of this objective. The extent to which some agencies are not included in this effort should indicate the potential for non-coordination.

SUBORDINATE OBJECTIVE #8:

To provide for program continuity through intrastate and interstate cooperation and coordination, participation in Migrant Student Record Transfer System, and participation in Western States Coordinating Council for Migrant Education projects.

Performance in regard to the MSRTS seems to be thoroughly evaluated with quarterly reporting and monitoring procedures. Intrastate and Interstate cooperation are evidenced through extent of information shared with other projects/states.

APPENDIX A

NOTES:

1. In cases where district testing is given to children, I suggest the migrant teacher or resource aide be encouraged to explain the purpose of the test to the children and to work with them in understanding the techniques of "test-taking." The SERVS (Spanish-English Reading and Vocabulary Screening) system, which is published by CTB/McGraw-Hill to accompany their CTBS, is well-suited for this purpose (a specimen set can be ordered for $8.50). I further recommend that any child whose understanding of instructions (oral or written) in Spanish is substantially stronger than in English and who will receive instruction in Spanish reading be given an achievement test in Spanish (such as the CTBS/Espanol). (This recommendation is based on an interpretation that the objective speaks to improvement in conceptual skills--which are most accurately measured in the child's dominant language.) Scores from testing in Spanish should be reported separately on the CDE 120.

2. For the local purpose of analyzing the progress made in reading and math, I recommend the following methods of summarization (which I find useful for formative program evaluation and decision-making):

   A. With norm-referenced tests:

	Pre	Post
% of kids 2+ years below grade level		
% of kids 1-2 years below grade level		
% of kids less than 1 year below grade level		

   (The number and nature of categories should be modified to meet your need. I didn't include those at or above grade level since they should probably not be receiving services.) I suggest using previous year's results as a comparison and basis for standard-setting.

   B. With criterion-referenced tests:
   Numbers of objectives per days attended can be compared 1) to previous years, 2) among groups of kids (such as 5-year vs. inter/intrastate), and/or 3) by subject (ie., reading vs. math). Also, days attended per objective may yield helpful information as to how long it takes to teach objectives.

   C. With either type of data, I don't recommend using a statistical test, but instead a practical analysis of impact.

APPENDIX B

TEACHER/AIDE REPORT FORM

This form and alternatives should be reviewed with teachers/aides prior to finalization to increase utility and decrease resistance. Specifically, considerations should be:

1. Do any other existing reporting forms (IEP's, monthly/quarterly reports, lesson plans, etc.) include the information requested?

2. Could existing reporting forms be modified to reflect the information needed?

3. Could the remaining information be gathered more painlessly (for all concerned) through:
   a. monitoring sessions
   b. quarterly progress reviews between staff and director
   c. keeping records on a weekly or monthly basis?

The information from this sample form is designed to address objectives one (1), three (3), four (4), and five (5), plus the overriding issue of coordination with regular classroom teachers.

TEACHER/AIDE REPORT FORM

1. How many children do you work with?_____
2. How many children do you work with who are limited or non-English speaking? _____
3. How many do you instruct in content areas in their dominant language?_____
4. Estimate what percent of your instructional time was in Spanish this week/month/quarter? _____%
5. Estimate what percent of your time with kids was spent in ESL instruction this week/month/quarter. _____%
6. Indicate what you did to coordinate your efforts with the regular classroom teacher this week/month/quarter.

_____

_____

_____

7. List major activities you did this week/month/quarter to increase the children's English oral language capabilities.

_____

_____

_____

8. List activities/approaches used this week/month/quarter which were designed to increase the children's understanding of their own and other cultures.

_____

_____

_____

9. List any activities/approaches which you used this week/month/quarter which were designed to enhance the ability of children identified to have problems in getting along with/interacting with their peers.

_____

_____

_____

10. List any activities/approaches which you used this week/month/quarter which were designed to enhance the ability of children identified to have problems in interacting (coping/surviving) in the regular classroom learning situation.

_____

_____

_____

APPENDIX C

PARENT FEEDBACK

In order to obtain timely and accurate feedback from parents on program functioning and outcomes, three types of input are suggested:

1. through discussions at PAC meetings on how the project is being implemented
2. through participation by parents on internal and external monitoring sessions
3. through feedback forms (either written or by interview) at the end of the year. This form/interview should be designed to gather attitudes about various areas of program operation and perceptions of impact on children. It should be given in the parent's dominant language and in a non-threatening manner. Please contact Mary if you would like assistance in developing such a form.

SAMPLE

TO BE DEVELOPED FURTHER

REGULAR CLASSROOM TEACHER

OBSERVATION FORM

Teacher's Name _____

Student's Name _____

Fill in before giving to teacher

We would like for you to answer a few questions about the student named above--so that we may learn more about how he/she functions in your classroom. This should take you about 5 minutes per student. Remember that these should be your observations/opinions of the student when he/she is in your classroom. Our hope is that the resulting information will help us serve her/him better.

FOR ITEMS 1-15, use this scale: Never Seldom Sometimes Usually Always

1. Is this student considerate of other children in class?
2.* Does this student get attention from you in an inappropriate manner?
3. Does this student seem to be accepted by the other children
   a. socially
   b. academically
4. Does this student share his/her cultural heritage with other children?
5.* Does this student have trouble dealing with peers?
6. When you call upon this student, does he/she answer verbally (as opposed to not responding or answering only with a shrug or other "body language")?
7.* Does this child run down or belittle his own work?
8. Does this student ask questions when he/she does not understand what is going on or what is expected?
9.* In a group discussion, does this student refrain from talking?
10. Does this student share his/her materials with others?
11. Does this student seem to understand the language that is used in class?
12.* Does this student avoid participating in decisions made by the class?
13. When you request it, does this student do work on his/her own?
14. Does this student seem to understand the concepts dealt with in class?
15.* Is this student incooperative with the teacher?

FOR ITEMS A-E, use this scale: Definitely No Maybe Not Maybe So Definitely Yes

A. Do you feel this child can learn what you need to teach this week?
B. Do you feel comfortable teaching this child? (in this classroom)
C. Do you feel prepared to provide individualized instruction to this student?
D. Is there any information about this student that the migrant teacher/aide could provide that would be helpful in teaching him/her?
E. Do you feel this child is working up to his/her potential?

References used: Coopersmith Behavior Rating Form
U.S. Commission on Civil Rights publications
Bessell Measure of Emotional Maturity

When preparing this form for teachers, items circled would be removed. Also, the scale should be place on the right, with the items on the left to facilitate marking.

(*Reverse these in scoring--but don't leave asterisks on form for teacher.)

© pending

APPENDIX E

CHART SUMMARIZING THE WHO, WHAT, WHEN, AND WHY OF THE PROPOSED SPVBOCES EVALUATION DESIGN

NOTE: Arabic numerals (1) reference Principal Objectives. Roman numerals (i) reference Subordinate Objectives

WHEN / BY WHOM	DIRECTOR	TEACHER/AIDE	REGULAR CLASSROOM TEACHER	CONTACT/ RECRUITER	RECORDS CLERK	PARENTS
inning the year	Facilitate referral system Have tests ready, orient staff to process, assure adequate inservice training, supervise the processes. Clear the use of the Observation Form for regular classroom teachers with principals	Gather referrals (with district test data) (1,2) Administer LAS/BSM/LAB to LES/NES children (3) Administer BIP/PIRAMID assessments (1,2) Administer Boehm Test of Basic Concepts or other readiness test, if needed (1,2)	Provide referral information (1,2,3) Complete Observation Form on children referred (5)		Gather test information reported on MSRTS (1,2,3)	
a daily or oing is	Maintain records of -project-wide activities -dissemination efforts -staff meetings -operational indicators	Administer BIP/PIRAMID assessments (1,2) Maintain log of parent visits to school (9)		Family Contact Activity Form (Daily Log) (6,7,8,9)		
each meeting	Gather meeting agendas/ minutes. Summarize staff efforts to obtain attendance/input (9)					Parents provide feedback (4,5,6,7,8, 9,v.)
ing inter- monitor- sessions	Review process for referrals (academic and support services) (1,2,3,7) Ask principals about questions from the public about the program (v)					Participate as observers (9)

BY WHOM / WHEN	DIRECTOR	TEACHER/AIDE	REGULAR CLASSROOM TEACHER	CONTACT/ RECRUITER	RECORDS CLERK	PARENTS
Quarterly	Summarize and review Family Contact Activity Forms and survey procedures (6,7,8) Review Teacher/Aide Report with staff (1,3,4,5)	Complete Teacher/Aide Report Form (1,3,4,5)		Verbal description of survey procedure (6)		
Annually	Performance evaluation of staff (6,iv)	Performance Evaluation (iv)		Performance Evaluation (6,iv)	Performance Evaluation (iv)	
End of year	Summarize testing results and interpret (1,2,3) Summarize and interpret regular classroom teacher observations (5) Summarize program operation, dissemination, evaluation, coordination and continuity indicators (i-viii) As a total staff, analyze progress on all objectives and outcomes (1-9,i-viii)	Administer LAS/BSM/LAB to LES/NES children (3) Screen children with SERVS for appropriate achievement testing and administer tests in Spanish, as needed (1,2,3) Provide input, feedback (i,ii,iii,iv,v)	Complete Observation Form on children (5)	Provide input, feedback (i,ii,iii,iv,v)		Complete Feedback Forms (1-9,v)

APPENDIX F

P H A S E S

		REFERRAL	DIAGNOSIS	PRESCRIPTION	DURING INSTRUCTION	FINAL EVALUATION
Purpose(s)		1. Initial eligibility (Pre-test)	1. Confirmation of eligibility 2. Decisions on needed instruction (Pre-test)	1. Grouping for instruction 2. Individualization	1. Assess progress 2. Revise strategies	Impact of instruction (Post-test)
Instruments Recommended						
Reading and Math	5-year children	District or Title I testing	BIP Reading PIRAMID Math	BIP PIRAMID	BIP PIRAMID	District/Title I Testing
	Inter/ Intrastate	MSRTS-reported Test Data Teacher test or judgement	Woodcock/Key reading/math BIP/PIRAMID	BIP PIRAMID	BIP PIRAMID	BIP PIRAMID (#'s of Objectives)
English Language	LES/NES Children	Teacher judgement	LAS/BSM/LAB	LAS/BSM/LAB	Teacher judgement	LAS/BSM/LAB

Figure 1: Chart of proposed instrumentation for children in each phase of the instructional process.

EXAMPLE FOR SPVBOCES

Are You Ready For The Year (Evaluation-Wise)?

A Checklist

	YES	NO
General Considerations		
Are you comfortable with evaluation strategies written in your application? If not, has a change been made and CDE notified?	☐	☐
Have you considered project priorities for the various objectives--does your evaluation design reflect those priorities?	☐	☐
Have you considered whether duplication of testing occurs for any children and taken steps to reduce it?	☐	☐
Have you made sure evaluation activities are not consuming too much instructional time (if in doubt, ask your tutors!)?	☐	☐
Have you thought about how children should/will be prepared for testing in terms of comfort and test-taking skills (both elementary and secondary)?	☐	☐
Have you considered conveying to parents what and when testing of children will be done?	☐	☐
Have you included evaluation of administrative, support, and parental involvement components, as well as the instructional component?	☐	☐
Selection Processes		
Did you consider teacher/tutor/parent input into what assessments are used?	☐	☐
Have you selected/ordered a criterion-referenced measure for your "active" children (statuses 1 & 2)? Examples: Brigance, Bakersfield, BRISC.	☐	☐
Do you have the materials for administering a standardized norm-referenced test to settled-out children (status 3) IF THE DISTRICT DOES NOT ALREADY TEST THEM? (These should be available from district test coordinators.)	☐	☐
Have you arranged for reading and math testing of children who are unable to take tests in English? Do you have the necessary materials?	☐	☐
Are you focusing on readiness testing for kindergarten children?	☐	☐
Recordkeeping		
Do you have a form on which tutors can keep track of objectives tested and mastered for active children? (This could be an existing IEP form, the Student or Class Record Book from the criterion-referenced test you're using, or an existing district form. See Mary Boynton for examples.)	☐	☐
Have you provided tutors with a way to record children's attendance at tutoring?	☐	☐
Do tutoring schedules tell you what is the average length of time a child receives tutoring per session?	☐	☐
Have you checked that all recordkeeping matches your information needs (were there any hitches in getting data for last year's CDE 120's)?	☐	☐
Have you considered whether duplication occurs in reporting; that is, are staff having to report the same information twice? Can forms be modified/eliminated to reduce duplication?	☐	☐

(over)

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	YES	NO
Procedural Issues		
Did you remember that you only need to report: - norm-referenced results for settled-out children (3's) - criterion-referenced results for active children (1's & 2's)?	☐	☐
Have you made sure that you assess in reading only those children who are going to receive reading instructional services and in math those children receiving math services?	☐	☐
Have you decided who will do the scoring of tests, and the summarizing and reporting of data, and are they prepared for the task?	☐	☐
Have you determined who should be responsible for maintaining which records (director, tutor, records clerk, recruiter, and other district personnel)?	☐	☐
Have you set up a process for tutors to coordinate with teachers the cross-referencing of criterion-referenced test data to MSRTS Skills Logs for active students who withdraw?	☐	☐
Orientation/Training Needs		
Have staff been oriented/trained on both assessment and recordkeeping procedures: - why it is done (local and state needs) - who is responsible to keep which records - what will need to be kept - when records/results are due - which children should various records be kept on - how testing is done and records are kept?	☐	☐
Coordination Tasks		
Have you talked with persons in the district (elementary/secondary) who coordinate testing (including Title I) to let them know you will need the results of norm-referenced tests given to the settled-out children (3's) who are provided migrant instructional services? Do you have a plan for obtaining those results (remember you can use Spring to Spring testing results)?	☐	☐
Have you talked to the ELPA director (if it's not you!) about getting English proficiency results on all migrant children registered in school--remember you don't have to have a test score, the ELPA categorization is adequate. If a child was not even considered in the ELPA identification process, you can assume they are more proficient in English than another language (I think!).	☐	☐
Do you know where to get NCE conversions for norm-referenced test results (this one's easy--ask Title I)?	☐	☐
Have you arranged for input on a periodic basis by staff/parents/other district personnel for ongoing evaluation?	☐	☐
Application/Use of Results		
Are there any needs for data beyond what's reported on the CDE 120? In other words, who else will ask you for information about your program and will you have the information they need?	☐	☐
Are all efforts made to ensure continuity of information between tutors and classroom teachers (both giving and receiving)?	☐	☐
Have you tried to make test results useful for instruction?	☐	☐
Is there a procedure for sharing program results with staff, parents and others?	☐	☐

IF YOU HAVE CHECKED ANY NO'S AND YOU WOULD LIKE ASSISTANCE--PLEASE EITHER CONTACT SOMEONE IN YOUR DISTRICT/BOCES, SOMEONE AT CDE, OR SOMEONE AT CoMERC. FOR QUESTIONS, CALL MARY BOYNTON.

Criterion-Referenced Tests Used in Colorado

Following are the assessments which Colorado Migrant Projects are currently using to assess skill level and progress on specific objectives. Each project is allowed to select their own measure. The (*) indicates systems which CoMERC has cross-referenced to the MSRTS/SIS.

Measures for Reading and Math

*1. BRISC (Brighton Individualized Skills Continuum)--developed by Adams County 27-J School District.

*2. PIRAMID (Project: Individualized Reading and Mathematics, Inter-District)--see attachment A.

*3. BIP (Bakersfield Individualized Process)--see attachment A.

*4. Houghton-Mifflin Reading/Math Series criterion-referenced tests--available from: Houghton-Mifflin (see attachment A).

*5. Brigance Inventory of Basic Skills--(see attachment A).

Note: This seems to be the easiest of the commercial systems for teachers to use. There are also inventories for Early Development and Secondary levels--equally easy to use.

Measures for Reading only:

1. Woodcock Reading Mastery Test--available from:

American Guidance Service
Publisher's Building
Circle Pines, MN 55014

Note: I don't consider this test criterion--referenced, since some objectives have only one item to measure them (reducing reliability).

Measures for Math only:

1. Key Math

Available from AGS (see Woodcock above) and with the same cautionary note.

Other Measures

The following are other systems which are not currently being used in Colorado Migrant Education, but do contain skills lists similar to the MSRTS/SIS:

*1. PLAN (Program for Learning in Accordance with Need)--developed by Fort Morgan RE-3 School District, Fort Morgan, CO 80701.

2. CUES (?)--system for minimal competence developed by Arizona and cross-referenced to MSRTS/SIS. Contact:

Jane Hunt
Maricopa Special Services Consortium
810 Narramore
Buckeye, AZ 85326

Information on Colorado's Evaluation Design

1. I have enclosed some material used at a training session on criterion-referenced measures for Colorado Migrant Education project directors. It contains a grid of information on specific measures.

2. Also enclosed are a brief description of how the criterion-referenced measures are used in evaluation of regular year and summer programs and an example of how results are reported.

3. Colorado does not assess early childhood (only one district has a preschool program). Language assessment is primarily done by a separate English Language Proficiency Program. However, the measures used most often for oral language assessment in the past were:

LAS (Language Assessment Scales)
BSM (Bilingual Syntax Measure)
LAB (Language Assessment Battery)

All are commercially available.

4. I have included copies of information on migrant education from Idaho and Oregon--you could contact them for more details.

If you would like further information on any of the above, please contact me. Also, I would greatly appreciate hearing what you are doing in the area!

Prepared by:

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MB/vm
Enclosures

1) Norm referenced test results were only required for formerly migratory students (students who have continuously resided in one school district for a minimum of one calendar year). These students are sometimes identified as "settled out" or "five year" students. Aspects of the Title I achievement reporting format were borrowed which included grade information, name of the test used, test administration, number of students receiving both a pre- and post-test, and results reported in normal curve equivalents (which can be aggregated across different programs and tests). Movement to this type of reporting system was supported by technical assistance from the Northwest Regional Educational Laboratory, CoMERC, and the Evaluation Consultants at CDE.

2) Criterion referenced test results were completed for active migrant students, students who moved during the calendar year. Criterion referenced testing allowed for a measure of achievement, even when the student did not complete the entire year of instruction. (and so might not be present for a norm referenced testing model of a pre- and post-test).

Objective 1. To develop and improve the migrant child's communication and reading skills by providing a language arts program stressing listening, speaking, reading, spelling, and writing, using the child's dominant language as appropriate to the child's needs, but stressing the need to master English.

Objective 2. To develop and improve the migrant child's mathematical skills by providing a math program based on individual needs and the opportunity to obtain functional math skills, basic computational skills and mathematical concepts.

The evaluation design called for the use of criterion referenced tests of the program's choice to assess student achievement. Table 35 contains a summary of the results in the reading area and Table 36 summarizes the results in the mathematics area. As can be seen, reporting of student achievement gains was much improved over the previous summer. The majority of programs documented student performance in both reading and mathematics. Although a variety of tests were used and no direct comparisons can be made among them, the average number of reading objectives mastered per child ranged from less than 1 to almost 9. The average number of mathematics objectives mastered per child ranged from less than 1 to more than 9.

TABLE 35:
Summer Criterion Referenced Testing Results

READING

Summer Program	Tests	No. Children Tested	Total No. of Days Present	Total No. of Days Receiving Crit. Refer. Instruction	Total No. of Reading Obj. Mastered	Avg. No. Obj. Mastered per Child	Avg. No. Obj. Mastered per Days Rec. Instruction
Brighton Sch. Dist. 27J	Brighton Reading Indiv. Skills Conti. & Teacher Made Tests	81	2236	2236	227	2.80	.10
Mesa Co. Sch. Dist. 51	Houghton Mifflin CRT	100	1296	1148	715	7.15	.62
Poudre Sch. Dist. R-1	BIP	107	2314	2314	276	2.58	.12
Prowers Co. Sch. Dist. Re-1	ZIP Word Recogn. Read. Placement & Silvaroli Reading Invent	36	805	739	25	.66	.03
St. Vrain Valley School Dist. Re-1J	Brigance Inventory of Basic Skills	252	6048	6048	756	3.00	.12
Valley Sch. Dist. Re-1	No Systematic Testing.						
Arkansas Valley BOCES	BIP Reading	109	4938	3706	355	3.26	.10
East Central BOCES	Bakersfield	41	1161	907	178	4.34	.20

TABLE 35 cont.
Summer Criterion Referenced Testing Results

		READING					
Summer Program	Tests	No. Children Tested	Total No. of Days Present	Total No. of Days Receiving Crit. Refer. Instruction	Total No. of Reading Obj. Mastered	Avg. No. Obj. Mastered per Child	Avg. No. Obj. Mastered per Days Rec. Instruction
San Luis Valley BOCES	Brigance Inventory of Basic Skills	250	5091		1000	4.00	
Southeastern Colo. BOCES	BIP Reading	47	1786	1316	124	2.64	.09
South Central BOCES	BIP	53	1385	1385	153	2.89	.11
South Platte Valley BOCES	BIP Reading	82	1927	1870	713	8.70	.38
Weld Co. BOCES	Bakersfield	163	4705	4564	204	1.25	.04
West Central BOCES	BIP for diagnosis	(No data reported. Most students were Spanish speaking)					

TABLE 36:
Summer Criterion Referenced Testing Results

MATHEMATICS

Summer Program	Tests	No. Children Tested	Total No. of Days Present	Total No. of Days Receiving Crit. Refer. Instruction	Total No. of Reading Obj. Mastered	Avg. No. Obj. Mastered per Child	Avg. No. Obj. Mastered per Days Rec. Instruction
Brighton Sch. Dist. 27J	Criterion Referenced Test - teacher made Steck-Vaughn Basic Math Test	71	2179	2179	216	3.04	.10
Mesa Co. Sch. Dist. 51	Houghton-Mifflin Indiv. Comput. Skills Program	100	1296	1148	723	7.23	.63
Poudre Sch. Dist. R-1	BIP Math	107	2314 (1/2 days)	2314 (1/2 days)	175	1.63	.08
Prowers Co. Sch. Dist. Re-1	ZIP Math	36	805	775	28	.78	.04
St. Vrain Valley School Dist. Re-1J	Brigance Inventory of Basic Skills	252	6048	6048	756	3.00	.12
Valley Sch. Dist. Re-1	No Systematic Testing.						
Arkansas Valley BOCES	BIP Math	82	4938	2788	348	4.24	.12
East Central BOCES	Bakersfield	42	1193	930	193	4.60	.21

TABLE 36 cont.
Summer Criterion Referenced Testing Results

MATHEMATICS

Summer Program	Tests	No. Children Tested	Total No. of Days Present	Total No. of Days Receiving Crit. Refer. Instruction	Total No. of Reading Obj. Mastered	Avg. No. Obj. Mastered per Child	Avg. No. Obj. Mastered per Days Rec. Instruction
San Luis Valley BOCES	Brigance Inventory of Basic Skills	250	5091		750	3.00	
Southeastern Colo. BOCES	Bakersfield	45	1786	1316	118	2.62	.09
South Central BOCES	BIP Math	54	1418	1418	134	2.48	.09
South Platte Valley BOCES	Piramid	83	1937	1880	780	9.40	.41
Weld Co. BOCES	Bakersfield	162	4695	4536	265	1.64	.06
West Central BOCES	Teacher made tests	(No data reported. Most students were Spanish speaking)					

Criterion-Referenced Testing
Awareness/Issues Session

Director's Meeting, Ramada Inn-Denver
April 9, 1981

CRT=Criterion-Referenced Test(ing) NRT=Norm-Referenced Test(ing)

I. Overall Purposes of the Session:
   A. To discuss some issues relative to criterion-referenced testing which arose from
      1. last summer's experience
      2. recent revisions in the statewide evaluation process.
   B. To provide information to assist projects who want to select a criterion-referenced test or reconsider a test previously used.
   C. To assist directors in the process of orienting staff to use of a criterion-referenced system.

II. Issues Discussions:
   A. Why use <u>any</u> form of student evaluation during the summer?
      1.
      2.
      3.
      4.
      5.
      6.
      7.
      8.
   B. Why was a CRT approach considered more appropriate than NRT?
      1.
      2.
      3.
      4.
      5.
      6.
      7.
      8.
      9.
      10.

C. What are some of the problems inherent in using a CRT approach (and how can they either be "headed off" or solved)?

1. Problem

   Solution

2. Problem

   Solution

3. Problem

   Solution

4. Problem

   Solution

5. Problem

   Solution

6. Problem

   Solution

7. Problem

   Solution

8. Problem

   Solution

9. Problem

   Solution

10. Problem

    Solution

11. Problem

    Solution

12. Problem

    Solution

1st Purpose: To review the background of Summmer evaluation in Migrant Ed and what the bases for moving toward a CRT approach were.

- Reasons for using <u>any</u> form of student evaluation in the summer

"What is the ideal way to know if a child is learning?"

1. Diagnosis, prescription, monitoring of progress for the CHILD
2. Provide information in order to improve the future functioning of the project
3. Provide accountability (on a 'minimally comparable' scale as needed for local/state/federal reporting
4. Allow passing of information on the children on to the next teacher
5. Provide a framework for sharing information with parents
6. Children can view their <u>own</u> progress

- Why was a CRT approach considered more appropriate than NRT?
  1. None of the NRT norming dates apply in the summer
  2. NRT is not conducive to showing change over such a short time span
  3. NRT results are not usually directly useful to the teacher in diagnosing, planning instruction or monitoring progress
  4. CRT facilitates individualization of instruction
  5. CRT results can be cross-referenced to the MSRTS very easily, and then be transmitted in a very understandable manner
  6. CRT is readily coordinated with a classroom management system, which may be very helpful to inexperienced summer staff
  7. Existing materials can be cross-referenced to the system to facilitate their use and dissemination
  8. Results are usually more understandable (than NRT results) to parents, community persons
  9.

From last summer:

- What are some of the problems inherent in any CRT system (and how can they be 'headed off' or 'solved'--if they are really a problem)?

Analogy: "Car that doesn't run"

1. The overall fabric of "knowledge" can not be measured in a "piecemeal" approach. This may not be as relevant--if the summer is designed to be primarily a skills remediation setting with emphasis on determining and addressing children's specific problems in a given area. However, some larger "global-type" objectives could be added in order to address this issue.
2. CRT does not portray the total picture of what was taught in the summer program. No, and it should not be asked to do so--results in reading and math should be supplemented by documentation on what the project accomplished on other objectives and in other areas. It should give a good picture of progress children have made in reading and math, though.
3. CRT only addresses mastery of minimal-level objectives, but does not show progress made toward enrichment of skills. If the summer program is geared to enrichment, CRT is <u>not</u> appropriate!
4. Time needed to prepare CRT materials--warehouse approach with planning done in advance.
5. Need for materials used by program to be cross-referenced so they can be "plugged into" each objective being taught.
6. Acceptance by staff/time for training (not through a "one-shot" approach). Use commitment to this approach as one 'condition' for recruiting/hiring staff. Provide a series of sessions through May--with followup and fine-tuning at the Institute in June. Designate a person experienced in CRT to be diagnostic leader/resource. Make sure the Director and Principal are also familiar with the system/materials/reporting.
7. Testing/record-keeping is time-consuming. Individualization <u>is</u> time-consuming by its nature. Reduce by having a "diagnostician"--but be aware of the detriment to the teacher (possible).

- Problems in CRT

7. (other solutions) If you are pretty sure all your children will stay for the whole summer session--only do one pre and one post-test. You would have to do more testing at first and then post-test only on the objectives that
   a) children missed at pre-test
   b) children received any instruction on
   c) you have some reason to expect that they have mastered
8. A CRT system will dictate our curriculum to us. Yes and no.
   Yes, to the extent that your project has not currently established a continuum of objectives/skills/topics for reading and math, or to the extent that you have inexperienced teachers who do not know what they want to be teaching.
   No, in that if you have a set curriculum or series that you use, you would use the CRT system that accompanies that series--or you would have staff 'pick and choose' among the objectives from the CRT to fit what they plan to teach.
9. CRT systems do not encompass affective objectives--ie., they do not address attitudinal changes in the children. They could--by adding some locally developed objectives (and measures).
10.

III. Description of Components in a characteristic CRT System (plus some materials usually included):

A. Booklets which list the objectives arranged into skill levels and skill areas (some break them down still further)

B. Test sheets for measuring each objective (these are usually separated into one set which is designated as Diagnostic, Placement or Pre-tests and another set which serves as Mastery, Interim, Post or Final tests). Some systems do not distinguish.

C. Teacher's or administrator's guide which contains specific information on implementation and usually provides hints on classroom management/ record-keeping/organizing testing/etc.

D. Charts/Profile sheets/Monitoring logs on which to track student, classroom, and school-wide progress. Most provide a clearcut system for distinguishing those objectives children knew at pre-test, those they didn't know at pre-test, those they worked on during the instructional period, those subsequently mastered, and those known at post-test time. In most cases, the student profile is viewed as unneeded in the summer--since information on individual students is included in the class profile and is also reported to MSRTS at the end of the summer. The "class profile" is what would be used to summarize data submitted on the CDE 120.

E. Prescription cards/files/activities/cross-references to other materials to assist the teacher in following up the diagnoses.

F. Parent involvement guides/booklets/activities.

IV. Process Implied by Most Systems

A. Orienting the class/child to the school, class, teacher (or diagnoser).

B. Using previous information from MSRTS/cum files/teacher referrals or newly administered placement/screening tests to determine the children's general levels.

C. Diagnosing specific skill needs or objectives not mastered.

D. Recording results from #3.

*E. Grouping the children for instruction.

*F. Providing instruction.

*G. Monitoring progress on specific skills.

*H. Regrouping/reinstructing/moving on to address new skills

I. Post-testing on specific skills to determine mastery.

*Note: Steps E-H may or may not be included in the system, depending upon whether the system encompasses a classroom management process. Otherwise, it is left up to the teacher.

V. Some Ideas to Facilitate Smooth Operation of a CRT System

A. Choose and order the instrument(s) to be used in advance.

B. Have plenty of copies of assessments (consider using lamination to reduce the use of paper).

C. Have plenty of copies of teacher guide/resource/tracking materials

D. Provide for initial and follow-up training of staff to allow for "sink-in", adjustment time and opportunity to ask questions/Practice (NOTE: We will have resource rooms for each system used at the Institute in June).

E. Make sure one person is designated as being responsible for keeping track of materials needed for assessment--or for actually doing/ interpreting/recording the assessments. (Be sure this person is "credible ").

F. Be sure that staff understand the record-keeping before they begin to do it!

G. Train teachers/aides in how to work as a team in this process and monitor that this is happening.

H. Try to have project materials organized in such a fashion that they can dovetail with the teaching of objectives.

I.

J.

VI. Selection or Reselection Process Guidelines

A. In general, a project can develop their own testing to meet currently used objectives, or can select a pre-existing instrument. It is highly recommended that at this late date no project decide to develop their own--due to the time needed to write, rewrite, analyze, and validate even a limited instrument. Most existing systems of objectives will not conflict greatly with your program, anyway.

B. If the materials/series you are already using for reading and math are accompanied by a CRT system--use it, since it would directly relate to what yourstaff are doing and is readily available. (Most of these are of at least passable reliability and validity).

C. If you need to select a new instrument, here are some pointers:
   1. Fully involve as many staff as possible in the selection process, since it is they who need to be able to "live" with it daily.
   2. Decide whether you will use only the test or the whole management process. Be sure to consider what you're gaining and losing in*
      a. testing time
      b. organization of teacher instruction
      c. integration of skills tested with instruction

      *Contact Bob or Mary at CoMERC for further discussion of these.
   3. Consider the pros and cons of any system used by your project in the past (be sure to take into consideration the "likes/dislikes" of staff who used it when doing this). Then decide whether to use it again.
   4. Consider using a system that some of your staff have used before in other places. Familiarity <u>can</u> either "breed contempt" or "make the heart grow fonder"!
   5. Get recommendations from other projects which have used a system you are considering. (Projects having used each system are noted on the grid of CRT systems attached.)
   6. Contact Mary Boynton at CoMERC to review any of the CRT's she has on file.

D. Two attachments which may assist you in arriving at a decision are:
   1. The attached <u>Test Selectors' Screening Questionnaire</u>, developed by the Center for the Study of Evaluation at UCLA.
   2. The attached grid which lists some of the major Criterion-referenced testing systems, along with information on availability, content, level, administration specifics, cost, associated materials/processes, and other projects who have used each one.

VII. Services CoMERC Can Provide in Selection, Start-up or Follow-up

A. Technical assistance in the selection process (including provision of review copies).

B. Provision of training sessions on the systems selected (in May, combining those projects using the same system).

C. Provision of resource room time and guidance at the Institute in June (hopefully "led" by the resource person from your project).

D. Follow-up training during visists by CoMERC staff during the summer.

E. Technical assistance in the summarization/reporting of data at the end of the summer.

NAME OF INSTRUMENT/SYSTEM	WHERE AVAILABLE	DATE DEVELOPED	CONTENT AREA(S) COVERED	GRADE LEVELS COVERED	LANGUAGE(S) OF THE ASSESSMENTS	NUMBER OF OBJECTIVES ENCOMPASSED	APPROXIMATE TIME NEEDED TO ADMINISTER	FORMAT FOR ADMINISTRATION	WHO NEEDED TO ADMINISTER
BIP - Reading	Marie Elder Bakersfield City School District Education Center 1300 Baker St. Bakersfield, CA 93305	1975	Rdg. & Rdg Readiness	K-6	Eng & Span	10 skill levels, 154 total skills	@ 5 min per skill assessment (usually 5-10 are given at one time)	Group and Individual	Aides could administer; teachers should supervise
BIP - Math	Same as Reading	1975	Math & Math Readiness	K-6	English	14 skill levels, 141 total skills	@ 5 min per skill assessment (usually 5-10 are given at one time)	Group and Individual	Same as Rdg.
PIRAMID - Reading	Paulla McIntire PIRAMID Project 243 Colusa Ave. Yuba City, CA 95991	1974	Reading	K-6	Eng & Span	220 objectives in 7 grade levels (11 skill areas)	@ 5 min per skill tested (usually 5-10 skills tested at any one time)	Group and Individual	Aides could administer most assessments; teachers should supervise.
PIRAMID - Math	"	"	Math	K-6	"	209 objectives in 7 grade levels (7 skill areas)	"	"	"

SCORING CHARACTERISTICS	COSTS INVOLVED	CLASSROOM MANAGEMENT PROCESS INCLUDED?	MAJOR COMPONENTS	ACCOMPANYING INSTRUCTIONAL MATERIALS/ PRESCRIPTIONS	CROSS-REFERENCED TO MSRTS?	OTHER COMMENTS	MIGRANT PROJECTS WHO HAVE USED THIS CRT
Hand - answer keys, Some by teacher observation	Eng, $125 Span, $85	Yes	Book of Objectives, Skills Assessment Worksheets (CRT's) Student/Class Profiles, Prescriptions, Teacher's Guide, Individual Reading Inventory, Parent's Guide.	Prescriptions for each skill; cross-reference to reading series; description of related skills; sample lessons and activities.	Yes	Bakersfield Schools have switched to California competency tests, so they don't foresee further development on BIP	Burlington Brighton SPVBOCES, Sterling, Weld BOCES, St. Vrain, Poudre, WCBOCES, Pueblo, CoMERC.
Same as Reading	$85.00	Yes	Teacher's Handbook, Skills Assessment Worksheets (CRT's), Student/Class Profiles, Parent's Guide.	Cross-referencing to textbooks; suggested instructional strategies for each objective	Yes	"	Burlington, Brighton, Sterling, Weld BOCES, St. Vrain, Poudre, WCBOCES, CoMERC.
Hand - answer keys, Some by teacher Observation	$70 for basic rdg and math; approximately $2,000 for gameboards learning centers, parent/child kits,etc	Yes	Objective lists, classroom management book, Criterion-referenced tests/answer sheets, student/class profiles, Resource books and materials.	Prescription Resource Book, game ideas/gameboards, learning centers, parent/child activities, cross-reference to basals.	No	Predecessor to BIP; developed by a consortium of districts.	AVBOCES, Granada, Weld BOCES, Grand Junction, CoMERC.
"	"	"	"	"	Yes	"	Granada, SPVBOCES, CoMERC

NAME OF INSTRUMENT/SYSTEM	WHERE AVAILABLE	DATE DEVELOPED	CONTENT AREA(S) COVERED	GRADE LEVELS COVERED	LANGUAGE(S) OF THE ASSESSMENT	NUMBER OF OBJECTIVES ENCOMPASSED	APPROXIMATE TIME NEEDED TO ADMINISTER	FORMAT FOR ADMINISTRATION	WHO NEEDED TO ADMINISTER
Brigance Diagnostic Inventory of Basic Skills	Curriculum Associates, Inc. Woburn, Mass. 01801	1976	Readiness, Rdg, Lang. Arts, Math	K-6	English	Readiness-4 Rdg.-33;Lang Arts-20;Math-63	Varies based on student level, # of objectives tested, and type of assessment	Most are individual, some adaptable to grp	Aide can administer some teacher must administer some & interpret all
Adams 12 CRT's	John Ackelson, Evaluation Specialist, Adams 12, 11285 Highline Drive Northglenn, CO 80233 451-1561	?	Math Lang Arts Reading	K-8 K-6 K-6	English	Other information	unavailable at this time.		
MAS Mathematics	MAS, ARRC Educational Sales Co. P.O. Box 14525 Long Beach, CA 90803	1978	Math	1-6	Eng & Span	134 objectives in 6 levels and 8 skill areas	?	Group and Individual	?
El Monte Reading Test	National Dissemination and Assessment Center, CSUCLA, 5151 State University Drive, Los Angeles, CA 90032	1978	Rdg and Readiness	K-6	Spanish only	Nine objectives (27 test items)	30 minutes	?	Bilingual Staff
Houghton-Mifflin CRT's	Houghton-Mifflin Company 777 California Avenue Palo Alto, CA 94304	1976	Rdg and Math	These Houghton-Mifflin catalog for details.	CRT's accompany the Houghton-Mifflin Reading and Math Series--see				
Alaska Instructional Diagnostic System (AIDS)	Southeastern Regional Resource Center, 127 S. Franklin St. Juneau, Alaska 99801	1977	Rdg and Math	1-8	English	Unknown (2 skill areas in math; 4 in reading)	Varies	Most are group or individual	Aide can administer, teacher supervise

SCORING CHARACTERISTICS	COSTS INVOLVED	CLASSROOM MANAG MENT PROCESS INCLUDED?	MAJOR COMPONENT	ACCOMPANYING INSTRUCTIONAL MATERIALS/ PRESCRIPTIONS	CROSS-REFERENCE TO MSRTS?	OTHER COMMENTS	MIGRANT PROJECT WHO HAVE USED THIS CRT
Hand - answer keys (some are observation)	$55.00	No	Inventory Manual, Student Record Book, Class Record Book	None	Yes	None	SLVBOCES
Other information	unavailable at this time.						
Hand - answer keys	$149 per 3 grade-lev. kit in one language ($596 for grades 1-6, English and Spanish)	?	Prescriptions, placement and pre/post tests, answer keys, pupil profile, guide	4-6 page prescriptions for each objective; "Correlations to major texts available upon request"	?	None	None
Hand	$1.00, Test; $.50, Manual; $15.00 20 tests and manual	?	Manual and test	No associated materials	?	Developed with El Monte district staff	?
These CRT's accompany the Houghton-Mifflin Reading and Math Series--see Houghton-Mifflin catalog for details							
Hand - with Answer Book	About $170.00	Not Specified	Skill surveys, more detailed skill sheets, teacher's manual	Cross-referenced to materials used in Alaska	No	Developed by Alaska Dept. of Ed and NW Lab	None

From: *How To Measure Achievement* Morris & Fitzgibbon UCLA, 1978.

TABLE 6
Test Selectors' Screening Questionnaire[15]

How important is each of the following factors to you or your audience in choosing an achievement test?

Circle a number for each:

Feature	Importance Rating				
	barely		moderately		crucially
1. The age or grade levels for which the test is intended	1	2	3	4	5
2. Whether "cultural bias" has been minimized	1	2	3	4	5
3. How long the test or selected subtest takes to administer	1	2	3	4	5
4. Whether the test has undergone field tryouts	1	2	3	4	5
5. The sorts of scores provided – raw scores only, percentiles, stanines, mastery cut-offs per objective	1	2	3	4	5
6. Whether the test items* are explicitly keyed to specific skills or objectives	1	2	3	4	5
7. How precisely test objectives or skills have been described	1	2	3	4	5
8. Whether there is more than one item for each objective measured	1	2	3	4	5
9. Whether the students in the field test and norm sample are a national cross-section	1	2	3	4	5
10. Whether the students in the field test and norm sample are comparable to your students	1	2	3	4	5

*Appendix B lists some more specific questions you might ask about item quality.

15. Adapted from Dotseth, M., Hunter, R., & Walker, C. B. Survey of test selectors' concerns and the test selection process. *CSE Report No. 107*. Los Angeles: Center for the Study of Evaluation, UCLA Graduate School of Education, 1978.

"*Determining How Well a Test Fits the Program*" (Chapter 3).

Table 6 (continued)

Feature	Importance Rating				
	barely		moderately		crucially
11. Whether the written materials and instructions are appropriate both in terms of clarity and appeal, for the students in your program	1	2	3	4	5
12. Whether the test has alternate forms	1	2	3	4	5
13. Clarity of the instructions to the examiner	1	2	3	4	5
14. Whether test items are indexed to various textbooks or curricular materials for prescriptive purposes	1	2	3	4	5
15. Whether validity data are adequate and favorable	1	2	3	4	5
16. Whether reliability data are adequate and favorable	1	2	3	4	5
17. How well the test scores differentiate among low achievers	1	2	3	4	5
18. How well the test scores differentiate among high achievers	1	2	3	4	5
19. How credible and useful the publisher's instructions are on using scores for judging students' mastery or non-mastery	1	2	3	4	5
20. How easy it is for students to record their answers	1	2	3	4	5
21. The ease and objectivity of scoring	1	2	3	4	5
22. Whether a record keeping system is provided for classroom use in individualized instruction	1	2	3	4	5

GREELEY SUMMER MIGRANT SCHOOL
PROGRAM EVALUATION

We are interested in learning how the staff think/feel about various aspects of our program this summer. Please fill the form out completely and add any comments you feel would help make a better summer program in the future.

SCHOOL ADMINISTRATION:	Poor	Fair	Good	Very Good	Excellent	Does Not Apply
Created comfortable climate						
Organization						
Helpfulness						
Knowledgeable about program						
Fairness with staff						
Available when needed						
Provision of needed supplies						

MATERIALS
(i.e., those provided by the program)

Availability						
Usability						
Appropriate to grade level						
Cultural relevance						

Please list below any specific materials (or types) that you would recommend for use at your grade level in a future program:

INSERVICE:	Poor	Fair	Good	Very Good	Excellent	Does Not Apply
Quality						
Usefulness						
Adequacy						
Timing						

HEALTH SERVICES:

Scheduling of students						
Rapport with kids						
Competency						

FOOD SERVICE:

Cooperativeness						
Attitude toward children						
Quality of meals						
Quantity of food						

Please comment on the usefulness to you of:

a. the reading specialist

b. the EH specialist

c. the work-study aides

Please comment on

a. the scheduling of class periods

b. the scheduling of students

c. planning time available to instructional staff

d. the testing program used this summer

Please list any activities in your classroom that you found particularly

- effective

- ineffective

Comments about other school procedures:

Developed July, 1980
by Ralph Rangel & Mary Boynton
(CoMERC)

Developed by Mary Boynton
July 1980 (CoMERC)

GREELEY SUMMER MIGRANT SCHOOL 110

PARENT SURVEY

Method of Selection

List alphabetically all names of families

1) who have had children attending the program and
2) are still in the area.

Select every "nth" name such that $\frac{\#\text{ of families}}{8} = n$

(Contact with 8 families would mean four per Contact and should represent well the thoughts of parents.)

If a family who is selected cannot be contacted, attempt to replace them with the next name on the alphabetical list (after theirs).

When you contact the family, please try to talk to both parents. Explain that the Greeley program is trying to gather some information about whether the program is helping their children. Tell them that their positive and negative comments will be very useful to the staff in planning for the future. Let them know that the interview should take 15 minutes or less.

Please have a separate sheet of questions for each family and mark the answers here as they are given.

Who was interviewed? Father____ Mother____ Other____

What is the family's status? 5-yr____ Interstate____ Intrastate____
(from Mexico?____)

How many children does the family have attending summer school? _____

Have your children attended summer school in Greeley before? Yes____ No____

What kind of instruction do you think your children have received in reading this summer?
Very good Good Fair Poor

What kind of instruction do you think your children have received in math this summer?
Very good Good Fair Poor

What progress have your children made in learning English this summer?
a. they knew enough English already
b. Very good progress c. Good progress d. Fair progress e. Poor progress

Were the hours for school O.K. for your family? Yes____ No____

Would you say your children (enjoyed / didn't care about / disliked) going to school?

What do your children say about the food served at school this summer?
it's good it's O.K. it wasn't very good

What did you think of the health services your children received this summer?
they didn't receive any Good O.K. Poor

If you could suggest one change to the school, what would it be? _____

ESCUELA MIGRATORIA DE VERANO DE GREELEY

CUESTIONARIO PARA LOS PADRES

¿Quién fue el entrevistado?
el padre_____
la madre_____
algun otro_____

¿Cuál es el estatus de la familia?_____

¿Cuántos niños tiene la familia que assisten a la escuela? _____

¿Han asistido antes sus hijos a la escuela de verano en Greeley?
Sí_____ No_____

¿Qué clase de instrucción piensa usted que han recibido sus hijos en cuanto lectura este verano?
muy buena_____
buena_____
regular_____
pobre_____

¿Qué clase de instrucción piensa usted que han recibido sus hijos en cuanto matemáticas este verano?
muy buena_____
buena_____
regular_____
pobre_____

¿Cuál es el progreso que han hecho sus hijos en aprender inglés este verano?
a. ya sabían suficiente inglés
b. un progreso muy bueno
c. un progreso bueno
d. un progreso regular
e. no hubo casi progreso

¿Eran las horas de escuela convenientes para su familia? Sí_____ No_____

¿Diría usted que a sus niños (les gustó mucho/no les era de gran importancia/no les gustó nada) ir a la escuela?

¿Qué dicen sus niños acerca de la comida escolar este verano?
es buena_____
es regular_____
no es buena_____

¿Qué piensa usted acerca de los servicios de salud que recibieron sus niños este verano?
no recibieron ninguno_____
bueno_____
regular_____
malo_____

Si usted pudiera sugerir algun cambio a la escuela, ¿cuál sería?_____

Developed 7/80 by Boynton, translated by Segura (CoMERC)

CoMERC

(Colorado Migrant Education Resource Center)
Longmont, CO.

1980-81 Regular Year Feedback Form

TOTAL OF 27 FORMS RETURNED/ INTERVIEWS CONDUCTED — 113

¡¡¡SORPRESA!!! SURPRISE!!!

BY CHANCE — you have received this insert in your Newsletter! You were one out of 7 people, and the other 6 were not lucky enough to get one! Why might you even want to look at it further, you ask?

Wellllll, it's a long story—but in one sentence: the CoMERC staff would like to receive feedback on the services they have provided over the school year. If you could clear your mind and schedule for about 10 minutes to respond and drop this in the return mail, we would be grateful. (By the way, the project directors did give us their approval for such a survey—at the Apr.. 10 Association meeting.)

1. Do you work in the migrant education program? YES 27 NO ____

If "NO", you don't need to continue unless you have feedback you want to give us. Please do return the survey anyway, however—as that helps our recordkeeping.

2. What is (are) your job position(s)?

Regular classroom teacher 1/2
Migrant Project Director 3
Migrant Teacher/Tutor 17 1/2
Recruiter/Contact/Records Clerk 3 1/2
Other (please specify) Aide 1 1/2
Curric. Coord. 1

3. What contact have you had with CoMERC during the 1980-81 school year?

Please put a mark behind all that apply to you.

a. CoMERC staff visited my school/work site and we discussed the services they provide. 13
b. I consulted by phone with CoMERC staff about instructional techniques. 8
c. I consulted in person with CoMERC staff about instructional techniques. 10
d. I consulted with CoMERC staff about project management strateries and/or models (by phone or in person). 5
e. I consulted with CoMERC staff about procedures or instruments for evaluation of children's learning potential or progress. 12
f. I consulted with CoMERC staff about project evaluation strategies. 7
g. I consulted with CoMERC staff on development of a local curriculum library or materials collection. 7
h. I consulted with CoMERC staff regarding a process for evaluating or adapting instructional materials to meet our needs. 9
i. CoMERC staff assisted in assessing our local needs for materials, staff, instructional programs, or inservice. 16
j. I attended an inservice or training session put on by CoMERC in:
   1) an instructional technique 13
   2) an instructional material 15
   3) referral processes (program continuity) 13
   4) evaluation instruments/procedures 6
   5) parental involvement 6
   6) not sure of topic 1
k. CoMERC arranged for another consultant in response to our request. 2
l. I requested, but did not receive an inservice/consultation from CoMERC. 2
m. I examined curriculum materials at the Resource Center. 11
n. I borrowed curriculum materials from CoMERC. 18
o. I reviewed/borrowed evaluation instruments/materials from CoMERC. 8
p. I requested, but did not receive materials from CoMERC. (they were checked out) 2
q. I attended one or more CoMERC Task Force sessions. 9
r. I participated on the Migrant Education Conference Team which was coordinated by CoMERC. 3
s. I am aware of the activities of the Task Force. 12 1/2
t. Other contact I have had with CoMERC over the past 9 months ____
   Reading printed information (2)

PLEASE TURN OVER

4. Now, looking back at the contacts you have had with CoMERC staff

0 = 1
1 = 3
2 = 5
3 = 4
3-10 = 6
10 + = 5
113

a. how many contacts would you say you had over the 9-month period?

None ____ OR Approximate number ____

b. how much time did they involve?

Mostly very brief 7 Quite lengthy 5 Mixed amounts 9

c. did you get the help you requested most of the time? Yes 18 No 2 ? 5 (None requested)

d. was the process for requesting materials from CoMERC clear to you?

Yes 20 No 5 Yes, but inconvenient or confusing 2

e. was the process for requesting inservice/consultation clear to you?

Yes 14 No 4 Yes, but inconvenient 4

f. how would you rate the quality of service you received from CoMERC?

Inservice/training	Low	1	Medium	9	High	12	N/A	1
Technical assistance	Low	3	Medium	3	High	9	N/A	4
Materials	Low	2	Medium	8	High	10	N/A	4

g. was the scheduling of the services you received suitable and timely?

Yes 11 Sometimes 9 No 1 (Saturday not good)

h. has your project purchased any of the materials reviewed through CoMERC?

Yes 10 No 5 Have no idea 10

i. have you been able to put into practice the ideas presented in any of CoMERC's training sessions that you have attended?

No, none at all
Somewhat 15
Yes, to a large extent 6
Always

j. have you changed how you communicate with classroom teachers and/or building principals during the past year? Yes 16 No ? 4

*SEE NEXT PAGE

k. do you feel you have contributed to improvement in the education of migrant children in your project area over the past year? Yes 25 No 1 ? 1

If yes, in what way? *SEE NEXT PAGE

5. Have you received the following publications from CoMERC this last year? 21 3 3

a. Monthly Calendar (CoMERC/CDE/other agency activities and notes) Yes ? No

b. News, Prevues 'n Revues (monthly listing of new CoMERC acquisitions) 18 4 5 Yes ? No

c. La Pirámide (December and this May issue of CoMERC newsletter) 19 5 3 Yes ? No

6. Do you have any additional information about CoMERC's services or their method of delivery which you would like CoMERC staff to consider in their planning for next year? If so, please enclose a separate note—or jot it in the margin (what there is!!)

*SEE NEXT PAGE

PLEASE FOLD, STAPLE AND MAIL THIS FORM (ADDRESS BELOW) BEFORE YOU CLOSE UP SHOP.

WE THANK YOU FOR TAKING THE TIME TO GIVE US YOUR COMMENTS